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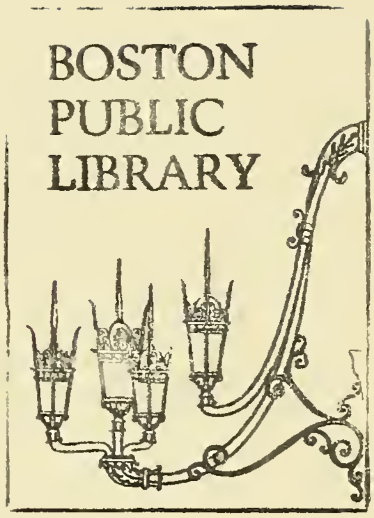

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BOSTON PUBLIC SCHOOLS

LONG-RANGE PLAN

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PREFACE

The purpose of this document is to lay out, clearly, and in one place, the philosophy of the Boston Public Schools, its mission and reason for being, which will guide the leadership and entire system under this administration. To the extent that this document is a blueprint which translates philosophy and concepts into human action, it is a plan.

The results of this document will be action and measurable outcomes. These outcomes will be achieved through solid analysis and research, informed discussions about what does and does not work, and evaluation against standards. Every program, individual, process and product will be challenged against the goal of delivering quality education to all of our students.

> Students are challenged to reach every bit of their potential and waste or abandon none; to meet high and competitive standards of conduct and achievement for school and for life.
>
> Teachers are challenged to produce learning; to use curricula texts, tests and any resources at their disposal to convey knowledge and skills to students which can be measured in higher achievement scores, an increased rate of college enrollment for graduates, and employability in full-time jobs for the non-college bound.
>
> Principals are challenged to lead schools which place high value on the educational achievement of all students; to inspire, support and carefully appraise all staff towards more learning.
>
> Parents are challenged to be involved in the life of their children's schools and to join with us in meeting their high expectations of conduct and learning on the part of their children.
>
> Central administrators are challenged to produce the direction, assistance and information required by schools to be effective.
>
> The Superintendent and the School Committee are challenged to maintain their vision and commitment to quality education for all and with consistent determination to provide the direction and resources to achieve it.

This document is very much internally directed. It says that we take responsibility for the Boston Public Schools, for steering its course and getting it successfully to accomplish its mission. Yet, we recognize our obligation to external agencies - the city, the taxpayers, the court, the state and our faithful partners in the cultural, academic, business and human services realms - and their obligations and commitments to us. We also recognize that there is much in terms of structure, organization and finances which may take a longer view to assess and to change.

The document covers a five-year span of time. We simply say here that we are ready for the short-term. We accept the challenge that all children can learn; we will accomplish immediately what we can - a systemwide set of curriculum standards, a promotional policy, a uniform testing program, and an affirmative action plan. We will work, at a spirited and steady pace, to accomplish what will take longer - capital improvements, alternative district organization or student assignment plans.

We also say that we are thinking about the longer term, and how to tune our educational programs to the 1990s.

Most persons who have lived in Metropolitan Boston for any period of years are aware of the great changes in the last four decades - the rising skyline, the spread of suburbia, the technological focus of Route 128, and the many sociological movements in the area. The fact, however, is that America and the world have been changing - and will continue to change. The challenge for the Boston Public Schools is to prepare students to function in a society of constant change.

By 1990, the school system's enrollment should be on the rise after nearly two decades of decline. The city's and the nation's population, on average, will be aging. The work force of the country will continue to be adjusting to industrial and commercial change which even now is affecting traditional work patterns. Indeed, the entire nation possibly is in the early stages of a world-wide alteration of national, social and economic leadership roles.

Just as the age structure of the city is changing, so is the cultural structure. The Boston Public Schools recognizes the increasing ethnic group complexity and diversity of the city. Boston Public School staff will need to be more familiar with cultural differences between the Anglo-American culture and other cultures. Students must be prepared for a lifetime of learning with and about persons from cultures different than their own.

This school system and city must prepare its citizens, particularly its youth, for leadership roles, for self motivation to life long learning, and for appreciation and enjoyment of the cultural arts. The schools must be revitalized by maintaining those educational techniques or approaches which have proven merit, as well as by introducing new methods, different environments for learning and updated courses of instruction.

Our schools must be safe, inviting and humane. Our teachers and other staff must be caring, responsive, prepared and adaptable. We must move toward earlier entry into the formal schooling process and, possibly, longer school days and years, but certainly more instructionally intensive school days and years. The Boston Public Schools in 1990 and in the Twenty-First Century must have the capacity to re-train staff and citizens for a more rapidly changing society.

Basic skill development? Absolutely! No young person should be denied whatever is required to enable him or her to acquire basic reading, writing and computational skills. But, much more is demanded. Schools must prepare youth for citizenship at the local level as well as at the wider levels. The Twentieth Century has been an era when peace has been difficult to maintain or attain. There is no reason to believe that the challenges of peace - and the avoidance of war and crime - will be easier to address in the future. Yet, there should be confidence that America's schools can prepare its young citizens to live in amity with one another by learning more about the cultural and historical forces in the world, by appreciating the richness of diversity and by preparing to avoid or minimize the rivalries and antagonsims which all too often have been a part of local, national and world affairs.

The Boston Public Schools of 1990 must make it possible for the youth of that era and later eras to cope with a world of work, a world already changed by computers and robots, a world which is and will be hostile to persons with minimal skills. New and more technical teaching skills and tools are called for. Unnecessary, outmoded courses must give way to more demanding and realistic educational programs which ironically will require students already to have mastered basic skills.

The Boston Public Schools of 1990 must be organized to ensure that:

- No matter where children go to school, they have the same quality education.
- All children have the opportuntity to develop special talents or overcome disadvantages.
- No educational time is wasted; we know what a child's potential and needs are through thorough diagnosis, and we address those with the proper educational programs.
- No resources are wasted; we no longer have schools without enough students to offer the full range of programs or people whose performance is not being evaluated and, where necessary, some steps taken for improvement.
- All of our schools are attractive places full of productive, competent people.
- We anticipate and have access to a full range of services to meet the needs of our students and their families in this community.
- We produce students who are equipped as people to live rich, productive lives in 1984 or 2004, that is, they have a sufficient amount of knowledge to understand the world around them; they have the skills to adapt to a changing economy and social structure; and they have values to build a high quality of life for themselves; their families and the world in which they live.

The year 1990 and thereafter will be a challenging period, but it also could be an exciting and hopeful era. Our system must plan for change; in fact, it must plan for unpredictable change. A good plan must have both solid underpinnings and exciting or dramatic elements. That which follows provides both for the foundation for substantive teaching-learning environments in the Boston Public Schools as well as the design and timetable for organizational change and improvement.

INTRODUCTION

The Boston Public Schools have made significant strides in the past two years in management and budget reform and in the development and implementation of curriculum objectives in all major subject areas from kindergarten through grade 12. We have developed a comprehensive and coherent testing policy and are in the process of developing and refining promotional policies and standards.

The Boston Compact, a partnership in which the area's businesses and colleges will provide our graduates with additional and more meaningful jobs, and greater access to and support in remaining in college in return for our efforts to bolster student attendance and student achievement, represents a major new thrust for our high schools.

The school based management and school improvement projects have already begun to make significant inroads. The development and implementation of alternative programs shows similar promise. In addition, we have a comprehensive three-year plan for computer literacy and application, and have been involved in significant planning efforts to further apply technology to education.

However, in spite of these initiatives and achievements, we are only beginning. We must continue to progress with substantive, long-term improvement. the Boston Public Schools, like most urban systems has a student population which is extremely diverse and very mobile. Not only do we have high percentages of special education and limited English speaking students, but the largest number of our students require extensive support services, including feeding programs, health care, close social monitoring and counseling and other human services efforts just to keep them in schools.

In terms of life opportunities and a future of achievement, many of our students look to school as the primary, if not exclusive, source of preparation. No expectation is lacking. Our guidance surveys show that our students and their parents have extremely high expectations of achievement. Unfortunately, reality often falls short. Something happens between third and sixth grade to cause achievement scores to drop dramatically. Something happens between 9th and 12th grade to cause many of those students who indicate they want to go to college to leave school, even before graduation, unprepared and unequipped for a productive life.

The long-range plan for the Boston Public Schools aims to revitalize a school system which, despite those significant recent improvements, is clearly not meeting the needs of many of its students. Too many students are achieving far too low in standardized achievement and scholastic aptitude tests. Too many students drop out of school prior to graduation. Too many graduates are unable to get into or succeed in college or find meaningful employment.

We have a number of effective schools and a preponderance of willing and able teachers and administrators. However, many of our schools are ineffective.

They do not serve as centers of academic learning. They are instead seen as unsafe, unfriendly, and uninteresting, where people bide their time. Some have uninspired leadership and some have teachers who lack the necessary skills, preparation, motivation, or respect for students that is necessary for effective schools.

The plan to "revitalize" the school system must focus upon improvement of schools and on increased academic achievement of all of our students in a positive and healthy desegregated environment - this includes the deprived or lacking students, the average and above-average students, and the gifted and talented. The plan must consider what changes are needed in the way we organize our schools and deliver instruction. Does the current configuration of eight geographic plus a citywide magnet district limit the options available to students or stretch our resources and distribute them inefficiently and inequitably?

Many of our elementary schools are too small or lack clear enough definition to be providing a quality education. Our entire approach to secondary school education must be reviewed and revamped. The middle schools, despite certain initiatives, are still in need of major reform. There are too few middle schools that are attractive to students and their parents. Middle schools that do work need to be strengthened and used as models for others that have the potential to work. Those, for whatever reason, which are not successful or attractive should be considered for other alternatives.

All of our high schools are supposed to be comprehensive. Most of them are not. Many are just buildings with collections of students taking a variety of courses without any clear overall purpose or design. In some cases, these "comprehensive" high schools have far too few students in the college preparatory sections to provide legitimate curricular options in foreign languages, advanced math, laboratory science, or college preparatory English. The college course becomes so watered down that students are ill prepared for college. The business courses at those "comprehensive" high schools are so unfocused that many students lack appropriate skills to enter today's world of work. A number of the "comprehensive" high schools have only a very small or, in some cases, no vocational sections. We need to determine which schools can continue to exist as comprehensive high schools and which cannot, and take the appropriate steps needed.

We have citywide schools offering specialized education programs including 8 elementary schools, 3 middle schools, and 9 high schools. We need to analyze our entire approach to these schools. Those that are excellent and offer distinctive and unique programs should be supported toward greater excellence. The others need to be reviewed to determine whether they need to be strengthened or altered.

We have a superb Occupational Resource Center facility with the potential to serve the needs of thousands of students. Many students are well served by the Center, but the potential has not been fulfilled. We need to consider other approaches to its utilization, and other possible approaches to citywide occupational and vocational education.

We need to provide a great deal more in regard to strengthening programs, staff training, more effective use of performance evaluation, counseling at all levels, and more effective mainstreaming of special needs and bilingual students. We need to continue to recruit individuals at all levels so as to reflect the systemwide percentage goals for minority teachers/administrators. We need to assure that courses that students require are provided, with the level of quality instruction necessary to provide them with the skills and knowledge that they must have to function in the adult world. Staff need to have opportunities to build upon their skills and to learn new skills. Performance evaluation has to focus on improved performance at all administrative and instructional levels. We need to have special needs and bilingual programs which serve the special needs of these populations, and allow them to move effectively into the mainstream of education. Counseling, long neglected in this system, needs to be totally restructured at all levels of the school system.

While there are many successful programs in the Boston Public Schools, there are also many problems and deficiencies. We are spending over $4,000 per child; we have a low aggregate student-teacher ratio, less than 15 to 1; we have the most experienced and credentialed faculty and, yet, we have a high school drop out rate of close to 50%; we have standardized achievement scores far below the national mean; our students are getting into college in greater numbers over the last few years, but we do not know if they are staying; schools which we have given more attention and resources than others continue to have the lowest achievement scores and the highest dropout rates; our bilingual and special education students are staying in these programs longer, and while we have gone to great efforts and expense to comply with the letter of the law for these children, we do not know if they are learning.

With all of the national and local attention, positively focused on education, the time is right. Indeed, there is no more time for us and no more excuses not to be delivering to our students a better education. We must, openly and relentlessly, examine what does and does not work and be ready to make changes - with sensitivity, care, common sense and hard data, and always with dedication to the welfare of our students as the driving force.

The problems are many. The solutions are complex and require vision, commitment, resources, and hard work. The challenge is great, but the potential exists. The plan presents the opportunity to seek out truly substantive strategies for improvement of our schools and for increased academic achievement. The plan builds upon the philosophy that "all children can learn" and describes the ingredients necessary to insure that "all children will learn."

The ingredients include plans of action of how we intend to provide quality education in a safe, positive, desegregated atmosphere. Some of the plans will be based upon improvements in current practices. Some of the plans will include dramatic and radical change in our present way of doing things. Many of the plans will be forward-looking - addressing the technological and communicative skills that will be needed to adapt to the world our students will be entering in the 1990s and beyond.

The plan is presented in four major sections as follows:

I. Quality Education

II. The Learning Environment

III. Management of Resources

IV. Restructuring the Boston Public Schools for Program Implementation

I. QUALITY EDUCATION

I. QUALITY EDUCATION

Overview - Educational Philosophy

The Boston Public Schools have a vision of effective schools which can most briefly be summarized in the maxim, ALL CHILDREN CAN LEARN. Spelled out in more detail, these words mean that we in the Boston schools must:

- Take responsibility for the learning of all children in our charge.
- Avoid making excuses for why children aren't learning and find ways to insure that they do learn.
- Hold ourselves accountable - teachers, principals, administrators - for solid progress by every child every year.
- Hold children accountable for learning material from a standardized curriculum.
- Be tenacious in holding children to high expectations, insisting that every child achieve his or her maximum potential.

Implicit in our belief that all children can - and will - learn is a principle of equity, that is, a simple sense of fairness. In a public system like Boston's this means insuring that all students achieve at least the minimum levels of academic competence needed to move on to the next grade, and that all students have a program that is appropriately challenging and leads them to fulfill their potential for growth and development.

The social science research of the 1970's led many educators to believe that this mission was unattainable, that public schools could not overcome the effects of economic deprivation, that family background and support determined school success or failure. We join with a new generation of educators who, based on "school effectiveness" research, believe that schools can serve the equity interests outlined above. There are no magic formulas, and the road to school improvement will be a long and hard one, but we believe that we know the characteristics of schools that serve all their children, and can work on replicating those characteristics in more and more Boston schools.

Specifically, an effective school must have all or most of a cluster of key ingredients. As we look at each of our schools, we will ask:

- Is the principal or headmaster an effective educational leader as well as an effective building manager? Is the school leader deeply involved in curriculum and staff development and an active supervisor of the instructional program?

- Is there a climate in the school focused on academics? Do all students and staff know that learning is the number one priority, to which all others must defer?

- Is there a clear, sequential set of curriculum expectations for each grade level which is the focus of all learning activities? Do teachers exercise their creativity and professional judgment in service of the basic curriculum of the school system?

- Are test results frequently used to monitor students' progress? Do teachers and administrators actually analyze scores of standardized and teacher-make tests to bring more effective instruction to students, particularly those who are not experiencing success?

- Are all students held to high expectations? Do teachers refuse to give up on low-achieving students, and try different approaches until something works?

- Are teachers using state-of-the-art teaching methods? Does the staff take advantage of the current wisdom about what works and what does not work in the classroom?

- Is the climate of the school both safe and humane? Do students feel able to take off their coats and concentrate on their studies, and also look on the adults around them as approachable and concerned?

- Are parents involved in the life of the school in a positive way? Does the school reach out to them on other than disciplinary matters, and do parents feel welcome and useful in the overall learning enterprise?

If we can increase the number of schools in Boston which can answer all or most of these questions in the affirmative, we will have gone a long way toward reaching the goal of educational equity.

Looking over these eight ingredients in an effective school, one is struck by how many of them are best controlled at the individual school building. This leads to the final piece of our overall philosophy: the school building is the fulcrum of educational change. The central and district offices can provide curriculum objectives, testing programs, personnel, and resources, but it is in each school that these ingredients must be forged into an educational program that serves all children. No amount of support or prodding from above can create what only the principal and staff can create within each school.

It is for this reason that we have devoted much thought and effort to moving more responsibility to the school level, so that school leaders have the tools with which to carry out their job - and can fairly be held accountable for results. It is for this reason that we have worked to create a chain of supervision and accountability that focuses on teachers and principals at the school building level. And it is for this reason that we have directed all other aspects of the central administration toward serving educational ends.

There will be many obstacles, and we will encounter many nay-sayers who believe the task is hopeless. But we are optimistic. Our aim is significant progress in student achievement in the years ahead. We will see an emerging belief among our staff that the way schools are run does make a difference, that every minute of classroom time counts for something in the greater scheme of things, that all children will learn.

These are our fundamental beliefs. The rest of this document spells out an action plan, most of it already in motion, for bringing these principals to fruition.

I. A. CURRICULUM AND INSTRUCTION

DIRECTION

The Boston Public Schools will focus its resources on an educational program in grades K-12 so that all children will learn. The Boston Public Schools will provide instructional programs and support services which meet the developmental and individual needs of each student. The Boston Public Schools will assist in the provision of educational services to the Boston community beyond K-12 as external resources are available.

Curriculum will assist all students at all levels to read and comprehend what they read, compute and interpret numbers, express themselves clearly and effectively through both written and verbal communications, think and comprehend clearly and effectively above and beyond the literal level (analytical, evaluative, interpretive, critical, problem solving, applied), know how and where to find information and resources when they need them and operate and use computer hardware/software with instruction starting in elementary grades.

Curriculum will provide for the acquisition of skills and information enhancing personal development, social responsibility, leadership, the development and execution of career and life plans, productive and effective citizenry.

The Boston Public Schools will develop and use testing, promotional and remediation procedures to ensure that students are adequately prepared to move from grade to grade and that when they graduate from high school they will succeed in a world of work, college or further education, and in life.

Citywide curriculum objectives will be the focus of instruction in each classroom, used by teachers to plan lessons, choose materials, and evaluate students' progress.

Teachers will have ownership of curriculum implementation, feeling a part of the process of fleshing out the citywide objectives with the most effective methods and materials.

The materials used to teach the objectives will be of highest quality available, and the methods used to teach will be appropriate to teachers' strengths and students' needs.

Principals and headmasters will bring coherence and support to the instructional programs under their supervision.

Universities, cultural institutions, museums, volunteers, and parents will be part of the process of curriculum implementation.

Curriculum and Instruction

PLAN OF ACTION

- Centralize responsibilities for the direction and coordination of curriculum development
- Develop curriculum objectives and activities in all subject areas and link elementary, middle and high school curricula
- Develop and sustain the effective implementation of curriculum in all classrooms with teachers and administrators involved in the curriculum development process
- Develop and administer a testing program to match curriculum objectives
- Establish promotion standards related to curriculum objectives
- Revise report cards and achievement records to reflect individual student progress with respect to curriculum objectives

I. B. PROFESSIONAL DEVELOPMENT

DIRECTION

The Institute of Professional Development of the Boston Public Schools is responsible for developing, coordinating, directing, and assisting in the implementation of professional development programs aimed at:

- Improving the teaching/learning process
- Increasing the knowledge base and instructional skills of teachers
- Increasing the skills of principals and headmasters in their roles as instructional leaders
- Increasing the quantity and quality of professional growth and in-service training opportunities available to Boston Public School staff
- Making more effective use of the talents and skills of gifted professionals
- Making more effective use of the curricular and instructional resources of our institutional pairing partners
- Making more effective use of the resources of public and private service agencies

PLAN OF ACTION

- Encourage and assist teachers to design and share exemplary programs related to curriculum and professional development which improve the teaching/learning process
- Improve the teaching of reading and comprehension
- Improve the teaching of Humanities in high schools
- Support teachers assigned to a new grade level and/or subject area
- Prepare and disseminate instructional guide publications
- Implement projects to spread the influence of effective instructional programs
- Increase the skills of principals and headmasters as instructional leaders
- Provide opportunities for training in use of computers for management purposes
- Implement programs to improve the general skills of BPS administrators and managers
- Develop and/or expand professional growth opportunities for BPS personnel
- Develop training programs for BPS trainers
- Establish a BPS Video Library of Training

I. C. ELEMENTARY SCHOOLS

DIRECTION

The elementary school program will include a pre-kindergarten component. Extended day kindergarten will be continued. The curriculum in the kindergarten program will be coordinated with that of the elementary program. Linkages will be established with agencies who provide day care and other pre-school services to support and complement our pre-kindergarten programs.

Each elementary school will be of uniformly high quality and offer a standard balanced curriculum. The curriculum will include reading and language arts, mathematics, science and social studies, as well as instruction in career education. Instruction in foreign languages will be offered.

There will be additional schools organized on a kindergarten through grade 8 model. Advanced work programs will continue to be available for gifted and talented students.

The role and relationship of elementary citywide schools will be redefined as part of a plan to restructure the organization of schools and districts (Part IV of this plan).

PLAN OF ACTION

- Develop and initiate a plan for implementation of a pre-kindergarten (K1) program
- Unify the early pre-reading and early reading instruction in kindergarten and grade 1
- Emphasize early childhood education to foster early learning potential
- Develop elementary level curriculum objectives in each subject area and develop guidelines for time on task in each subject
- Integrate the resources of external agencies into the elementary curriculum via collaboratives (business, cultural, university, etc.)
- Restructure and enhance advanced work programs in each district
- Provide additional K-8 schools and prepare recommendations relating to alternative elementary schools and programs
- Provide daily after-school options for students whose parents require day care services
- Implement a library program in each school

I. D. MIDDLE SCHOOLS

DIRECTION

The Boston Public Schools will vigorously promote and provide an effective middle school program that responds to the physical, intellectual, social, and emotional needs of early adolescent learners.

Each middle school will have a uniform core curriculum which will include reading, language arts, mathematics, science-health, and social studies, with exploratory courses in foreign language, music, art, physical education and career education including industrial arts, home economics and computer education. Individual schools will have flexibility to use alternative organizational structures (units, houses, clusters, teams, etc.) to match the varying needs of students.

All students will be adequately prepared to select high schools and programs that match their career interests. Alternative middle school programs and schools will include academically talented classes, additional K-8 schools, and Boston Latin School, Boston Latin Academy and a science middle school.

PLAN OF ACTION

- Complete curriculum objectives for each subject area at each level with a clear statement governing time allocation
- Emphasize staff training programs in middle schools, stressing unique needs of learners, student motivation, inter-disciplinary teams, and skill and subject mastery.
- Implement a comprehensive reading program in each middle school
- Re-establish in each middle school foreign language, art and music programs
- Require all students to participate in career exploratory and career awareness programs which include courses in industrial technology, home economics and computer education
- Provide additional extra-curricula and athletic programs and activities
- Provide additional alternative programs and options for middle school students
- Provide a comprehensive guidance and counseling program in every middle school
- Upgrade the physical facilities of all middle schools to fully accommodate the educational programs
- Design and implement a new administrative structure for middle schools

I. E. HIGH SCHOOLS

DIRECTION

The Boston Public Schools will define and implement a high school system of specialized citywide schools and comprehensive district high schools responsive to student needs and to student enrollments.

Each comprehensive high school will offer a program which assures students of adequate preparation for higher education and/or entry level employment.

Specialized high schools will be available to students who seek programs concentrated on specific higher education or employment opportunities.

Each high school will have a basic core curriculum which all students must complete in order to graduate.

There will be alternative programs for students whose learning styles or social, emotional or personal needs are not met in the regular school schedule or sequence of course offerings.

Each Boston high school will provide a variety of co-curricular activities as student interests determine and each will offer an attractive interscholastic athletic program for girls and boys.

The Boston School Department commitments, as stated in the Compact, will be attained - a higher rate of retention in Boston high schools in each succeeding year beginning this year - all graduates demonstrating reading and math skills necessary for employment through the achievement of minimum competency standards - an increase each year in the number of graduates placed in jobs or in higher education.

PLAN OF ACTION

- Develop a long-range plan for Boston high schools, specifying the purposes and goals of citywide schools, comprehensive high schools, and the Humphrey Occupational Center
- Specify and implement the requirements of a comprehensive high school

- Complete curriculum objectives for each subject area offered in the high school program
- Integrate the resources of external agencies into the secondary curricula via collaboratives (universities, cultural, business, etc.)
- Strengthen computer education, career development and the foreign language offerings in high schools
- Develop and implement standards for grade promotion and graduation
- Provide necessary pupil support services in each school
- Fulfill all commitments agreed to in the Boston Compact
- Expand co-curricula, intramural and interscholastic programs in each high school
- As options to the regular school curriculum, continue development of alternative education programs for a broad range of students of all ability levels who seek to increase their level and rate of achievement or support their feelings of worth and self-esteem
- Design and implement procedures for developing profiles and follow-up studies for each high school's graduates

I. F. ALTERNATIVE PROGRAMS

DIRECTION

Alternative education programs are designed to address the needs of a broad constituency seeking strong academic programs, a more responsive school climate or, in many cases, a setting where achievement can replace past failures and commitment can replace boredom, alienation or disciplinary exclusion.

Alternative education programs are designed to provide students with learning environments and opportunities that offer an option to the regular school program. In most cases, alternative programs are small schools or schools-within-schools, offering increased programmatic control to participants, intensified teacher-student-parent interaction, continuity of program and participants across grade levels, and an integrated instructional program.

These programs are designed to increase the level and rate of students' academic achievement, enhance students' feelings of worth and self-esteem and decrease absenteeism and disciplinary problems. In addition to this, these programs are designed to provide teachers and administrators with opportunities to explore and develop ideas and interests that will provide options for students and diversity within a given school's educational program.

The programs are designed for any student, with a particular interest in attracting students of all ability levels who have been unsuccessful in the regular education program. These students represent a broad array of needs and interests, demanding innovative approaches to curriculum, instruction, resource utilization, credentialing, and school organization.

PLAN OF ACTION

- Stabilize existing alternative programs
- Formalize planning strategies for new program initiatives
- Expand information network concerning roles, applications and existing models of alternative programs
- Identify alternative program needs and promising proposals
- Develop a comprehensive school-within-school concept in one pilot high school
- Implement documentation/evaluation procedures for alternative schools and programs

I. G. OCCUPATIONAL AND VOCATIONAL EDUCATION

DIRECTION

The Humphrey Center is the key to the overall development of vocational education. The experiences and successes of the Center must spread to the vocational programs in the high schools and in the career education programs which exist in all grades. The leadership of the Center will stress the importance of curriculum and staff development efforts at the institution and will take responsibility for disseminating the results to other schools in the system. Courses will be developed on the basis of community resources and local job markets. Current technology in telecommunications and computer science will be investigated and applied where possible to update and enhance our instructional capabilities as well as to train students.

All students in occupational and vocational programs will acquire and demonstrate marketable skills for employment, especially basic skills and positive work attitudes.

All students will have a knowledge and understanding of career opportunities and requirements to make educational and work choices subject to their individual interests and abilities.

PLAN OF ACTION

- Determine the role of the Humphrey Center in relation to other schools
- Provide skill training programs - job entry level and advanced training at the Humphrey Center and in comprehensive high schools that prepare for the local labor markets
- Provide a comprehensive job preparation and placement system for all students
- Provide work-study options to students of secondary school age
- Include career awareness programs for all students in elementary/middle schools and include career exploration for all students in middle schools
- Motivate students to choose high-demand, high-growth life options and careers
- Develop a system of assessment and guidance for career/life planning
- Implement a permanent management organization for career and vocational education programs
- Establish a comprehensve research component which evaluates the effectiveness of career and vocational programs
- Design and implement a marketing plan for all career and vocational programs
- Implement a testing and reporting system for vocational education competencies

I. H. SPECIAL EDUCATION

DIRECTION

Appropriate quality education for all students in special education will be guaranteed. The Boston Public Schools will ensure that all students are placed appropriately. Principals will see to it that the individualized educational plan's objectives are being met for each student. The Boston Public Schools will establish its core curriculum and ensure that all special education teachers who instruct those students who have been removed from the regular education mainstream work toward the same objectives.

PLAN OF ACTION

- Achieve and maintain compliance with all federal and state regulations and all outstanding orders of the Court
- Expand the number of cluster/center programs for students with similar substantial developmental, behavioral, or learning problems
- Provide a comprehensive range of specialty programs that recognize the individual interests and creative talents of students with special needs (e.g., vocational, scientific, artistic, technological, physical capabilities)
- Establish sufficient 502.4 (i) programs to serve students with severe behavioral problems, with collaboration from private schools and human service organizations to provide a full range of service options
- Establish community skills training programs for students with severe developmental delays to increase their community independence level
- Establish clinical/therapeutic support services for developmentally delayed students with emotional problems
- Improve services to non-verbal students
- Improve and expand vocational work-study programs
- Assure parental participation in special education through the Special Needs Advisory Council
- Establish and operate a fully automated system to process and expedite Individual Education Plans

- Conduct a systemwide evaluation of special education programs in 1983 and develop an appropriate action plan based on its findings

- Develop exit and entrance criteria for the various prototypes of special education services

- With interagency collaboration, plan toward the establishment of needed services, residential, after school, therapeutic, recreational, counseling, respite care and job placement for students with severe behavioral problems

I. I. BILINGUAL EDUCATION - PROGRAMS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

DIRECTION

The Boston Public Schools must continue to explore effective approaches to the teaching of students who are learning to speak English. Bilingual students must enjoy the benefit of native language and culture instruction while they are learning English. The transition from bilingual classes to mainstream classes will be consistent and deliberate. We will continue to support parental access and involvement and will work with all parties to address implementation.

PLAN OF ACTION

- Develop and use English as a Second Language (ESL) Curriculum Objectives for all language groups at all grade levels, K-12, with corresponding Curriculum Referenced Tests in order to monitor student progress and achievement in English
- Provide ongoing staff training programs to assist teachers of bilingual and ESL programs in methods and techniques for second language acquisition
- Develop and implement a citywide testing policy in bilingual programs to assess student achievement in English as a Second Language in order to enhance mainstreaming
- Provide training for parents to assist in the review of and development of bilingual activities and programs
- Provide multicultural and cross cultural activities in the schools throughout the year to address cultural maintenance within the context of transitional programs
- Implement in senior high schools a bilingual policy as it affects curriculum testing, promotion and graduation, and career development opportunities

J. GIFTED AND TALENTED PROGRAMS

DIRECTION

In the diverse student population of the Boston Public Schools, there are many gifted and talented students of all ages, ethnic and racial groups and social and economic strata. They have unique academic, creative and leadership talents. To respond to the challenge presented by these students, specific policies, continuous programs and resources, and specialized staff training programs are required.

The Boston Public Schools will continue to provide programs for academically talented and gifted students through Advanced Work Classes (AWC) and Academically Talented Sections (ATS) and will also conduct this program for eligible bilingual students.

The AWC/ATS Program design will focus on basic skill mastery, as outlined by Boston's Curriculum Objectives, and provide students with opportunities that enrich and accelerate this course content.

The foreign language component of the AWC/ATS Program will offer students the opportunity to broaden their knowledge of world cultures and will give them a better understanding of the structure of their own native language.

The Boston Public Schools will continue to provide programs for academically talented and gifted in the Examination Schools.

PLAN OF ACTION

- Modify AWC/ATS selection procedure to incorporate multiple criteria for identification of gifted/talented students
- Provide program continuity and curriculum consistency within all Boston Gifted/Talented Programs
- Provide services to principals and teachers with regard to educating gifted/talented students
- Establish middle school and high school options for able students in addition to the present exam schools
- Broaden the present channels of communication for informing parents, students and school personnel of the purpose and scope of the Gifted/Talented Programs in Boston
- Extend Gifted/Talented Programs to include those students highly endowed in the arts, sciences, etc.

K. REMEDIATION

DIRECTION

There are significant numbers of students who require special assistance to either prevent or remediate problems which affect their success in school. The Boston Public Schools will offer broad programs to identify and give support to students who are not meeting minimum basic standards, have school adjustment problems, exhibit negative attitudes about school environment, are habitually absent, fail to achieve promotional standards, have developmental deficiencies and handicaps, or are generally not "making it" in school.

The Boston Public Schools will organize its human and fiscal resources and will cooperate with other city agencies to identify, remediate or provide special support to all such students.

PLAN OF ACTION

- Develop a system of early and automatic identification and assessment of students with learning and behavioral problems
- Provide remedial programs for high school students with reading problems
- Effectively link remedial programs to regular education classrooms
- Design and use alternative approaches to intervention and remediation for students who by test scores (Botel Milestone, DRP) and diagnostic review indicate a need for a formal structured remedial program
- Implement special plans for problem-ridden schools
- Implement summer remedial programs
- Plan and implement programs for the retrieval of dropouts and for truants

L. GUIDANCE AND COUNSELING

DIRECTION

Academic, career planning and personal counseling services must be available to all students in varying degrees at all levels of the school system. Counseling personnel will have a clear mission to perform at each school level, from Kindergarten through high school.

Counseling Services shall be responsive to the expressed needs of students, staff and parents and shall recognize the respective roles of each in relation to the school administration, to the community served and to the external agencies which collaborate with the school.

Counselors will be in sufficient numbers, be adequately trained, use functional information systems and be given necessary support to promote or directly provide quality counseling services in both individual and group settings.

PLAN OF ACTION

- Complete a comprehensive study and reorganization of counseling and psychological services in the Boston
- Develop a comprehensive counseling and guidance system for students at all levels
- Develop an occupational/vocational counseling (Career Development) program to meet student needs for life/career planning
- Utilize the Human Services Collaborative to support in-school counseling and psychological functions

M. COLLABORATIVES

Planning with and receiving certain services from colleges and universities, cultural institutions, business, human services agencies (both public and private) and other specialized educational organizations and programs will be continued, strengthened and institutionalized. The experience and effective practices gained since 1975 will be built upon. New ways of involving and benefiting from the resources of external agencies will be explored. Continuing collabortive practices will address the major priorities of the Boston Public Schools.

PLAN OF ACTION

- Implement the goals of the Boston Compact agreements between the Boston Public Schools, the businesses and the colleges and universities
- Define how collaborative programs will be funded without the continuation of funding from the State Department of Education
- Determine how to institutionalize services and programs into the program of the Boston Public Schools
- Improve the Partnership Alliance concept or replace it with a structure to bring about effective utilization and continuation of services from external agencies
- Establish at each school linkages with human service agencies

II. LEARNING ENVIRONMENTS

II. LEARNING ENVIRONMENTS

II. A. EDUCATIONAL LEADERSHIP AND EFFECTIVE SCHOOLS

DIRECTION

Boston Public Schools will be effective schools and have all or most of these key ingredients:

- The principal or headmaster must be an effective educational leader and building manager
- Students and staff know that learning is the number one priority
- Teachers use their creativity and professional judgment in determining learning activities that implement curriculum objectives with the stress on basic skills
- Frequent review and feedback on standardized and teacher-prepared tests used to bring more effective instruction to students, particularly those that are not experiencing success
- Teachers have high expectations of students and try different approaches to ensure achievement by students
- Teachers are using state-of-the-art teaching methods
- The climate of the school is safe and humane, students concentrate on their studies and see teachers and administrators as approachable and concerned
- Parents are involved in the life of the school in a positive way and are useful in the overall learning enterprise

The principal or headmaster will have prime responsibility for managing an effective school and will be accountable for the overall performance of all students in the school.

The principal or headmaster will have the necessary authority and control over resources and personnel at the school level, and support to determine how best to accomplish within the school the established policies, objectives and standards of the Boston Public Schools. The Boston Public Schools will continue to introduce measures to assure that the principal or headmaster has the level of authority necessary to carry out his/her responsibility. There will be increased decision making and budget control at the school level in accordance with systemwide policies. We have begun this process through the Superintendent's Work Group on School Based Management. One way we will continue this process is by having principals and headmasters advise us on budget and collective bargaining. Additionally, there will be an initial phase of testing issues related to providing for effective schools. The School Improvement Project will examine issues that impact on student achievement, as part of this overall focus on improving the quality of education at the school level.

Educational Leadership and Effective Schools

PLAN OF ACTION

- Examine the impact on student achievement in schools in the Boston School Improvement Program (BSIP)
- Expand the Boston School Improvement Program and incorporate its strengths into additional schools
- Assign greater authority through the community superintendent, principal or headmaster to the individual school to use available resources to improve the climate for learning
- Involve principals and headmasters in curriculum and staff development and in active supervision of all instructional programs
- Expand the School Based Management program (SBM) and incorporate its strengths into additional schools
- Develop through the Institute for Professional Development a "Curriculum for Educational Administration" which extends staff development beyond BSIP and SBM schools and other pilot schools into more depth in school management and in effective school practices
- Further define budget and personnel controls which may be decentralized to building managers

II. B. SCHOOL ENVIRONMENT, SAFETY

DIRECTION

All participants in the educational experience - staff, students, parents, community - will contribute to a positive climate for learning.

Students cannot learn unless there is an appropriate climate in our schools. Administrators and teachers in each school must work with students and parents to establish relationships which will assist in producing a school climate in which effective teaching and learning can take place. School officials must not depend upon security forces to establish this climate; the environment which is conducive to a positive school climate only can be developed by those who work, study, or are served by the school and not by an externally imposed structure.

The resources of the city and the spirit of the Boston community will be dedicated to providing a safe secure and supportive environment for all students.

The Boston Public Schools will implement measures to ensure a system-wide program for safety and security of all students and faculty in and en route to each school. This should include redefinition of the responsibilities for security and discipline-related activities, and analysis of the need for additonal support personnel, development of alternative programs and increased community, parent and judicial involvement in each school.

PLAN OF ACTION

- Review and incorporate recommendations of Safe Schools Commission Report
- Provide programs and services which address individual student needs including additional course offerings or activities and alternative education programs in schools, training programs for staff to help them identify and cope with student problems, counseling assistance of collaborating human service agencies

- Consistently and equitably implement the Code of Discipline
- Develop an annual safety plan in each school with the participation of administrators, teachers, parents and students
- Incorporate into the school plan arrangements for safety and security near and en route to schools
- Conduct human relations training programs for staff and students
- Implement standard operational procedures for effective functioning of all schools - school rules, school schedules, policies for attendance, punctuality, homework, parent contacts, communication guidelines, crisis procedures, etc.
- Continue the professional growth and development of the Department of Safety Services as a resource to schools

II. C. PERFORMANCE EVALUATION

DIRECTION

The performance evaluation of teachers and administrators will be carried out in a manner that recognizes superior performance and provides assistance for those professionals who need to develop or refine their skills. Performance evaluation will enable all staff to set work objectives and evaluate their achievement.

PLAN OF ACTION

- Implement and refine the performance evaluation process and extend evaluation procedures to all professional staff
- Set specific achievement goals for community superintendents and building and central administrators
- Provide staff development to assist administrators and teachers in a more effective implementation of the evaluation process
- Clarify performance evaluation criteria for staff to relate to student achievement
- Hold principals and headmasters accountable for the overall performance of students - test results, student attendance, special education referrals, drop out rates and discipline

II. D. DESEGREGATION/INTEGRATION/EQUAL ACCESS/AFFIRMATIVE ACTION

DIRECTION

Equal education opportunity demands a strong academic desegregated education for all our students. The Boston Public Schools will not tolerate any forms of racial discrimination. There will be full support to the letter and spirit of the court's orders relative to desegregation of our professional staff. There will be an effective personnel and management outreach system and a strong monitoring body in order to maintain appropriate and visible members of this school system - in schools, and in the district and central offices.

All of our students must learn to understand and appreciate the differences and similarities of all people; the Boston Public Schools must continue to avoid stereotyping our students by race or sex. All students must have equal access to programs offered in the Boston Public Schools. Staffs must be integrated and working harmoniously to serve as positive role models. We must provide whatever resources are needed to help our students and personnel gain an awareness and appreciation of racial and cultural diversity.

American public schools were set up to give all children access to the American dream, that is, to provide the opportunity to allow the least advantaged and the handicapped to enter the economic and social mainstream. It must offer a first-rate desegregated education to all of our students. The Boston Public Schools must ensure that limited English proficient students are taught subjects in their native language while they are learning English, and ensure that appropriate education for all students in special education is provided.

PLAN OF ACTION

- Implement the affirmative action plan.
- Develop human relations and cultural appreciation programs for staff and students
- Staff each school and administrative office to reflect the citywide percentage of minority teachers/administrators
- Develop an equitable student assignment plan
- Develop support structures leading to humane and educationally productive climates within the schools

II. E. PARENT INVOLVEMENT

DIRECTION

The Boston Public Schools need strong, organized and active parent involvement at each school for the development and maintenance of quality education. The experience and gains made through parent group collaboration during the past years will be built upon. New ways of involving and benefiting from parent participation at both the local school level and systemwide will be explored and implemented.

PLAN OF ACTION

- Assure an active productive parent organization in each school
- Establish more definitive communication between parents and the local, district and central office school personnel
- Refine and strengthen the provisions for parent involvement provided for in the Citywide Parent Council's Transition Report of November, 1982
- Establish in several pilot schools a plan to determine how parent involvement can have a positive effect on increased academic achievement
- Develop and implement a parent training program to provide parents with the information and strategies needed to assist students with homework and out-of-school learning experience
- Independently evaluate the current structure and process of parent organizations to determine their effectiveness in achieving greater and more significant parent participation

F. STUDENT INVOLVEMENT

DIRECTION

Voluntary participation in democracy is a national responsibility. The Boston Public Schools will maintain an optimum level of student involvement in decision-making on the school-based and citywide level. To this end, the development of effective student leadership is of great importance to the quality of any student-school partnership.

The Boston Public Schools are committed to supporting these student leadership activities in an effort to guarantee that a strong, well informed student voice is heard and responded to on all levels of the system.

PLAN OF ACTION

- Assure representation of students on the Boston Student Advisory Council, the Boston High School Coordinators and the School Committee
- Assure representation of students on school based student councils, Racial Ethnic Student Councils and Student Leadership Project
- Develop and implement a comprehensive program of student activities that foster self-respect, respect for other students and for school

III. MANAGEMENT OF RESOURCES

III. MANAGEMENT OF RESOURCES

OVERVIEW

The Boston Public Schools will be managed and organized to accomplish its educational goals in an effective and efficient manner. Its resources will be directed at the provision of a quality educational program for each student.

The function of Central Administration will be to provide leadership, to set goals and direction, to monitor and evaluate effectiveness of programs and services, to maintain and use comprehensive information systems and to assure a sound management system for finances, personnel and facilities.

Among its specific responsibilities are to:

- Develop/evaluate standardized procedures for School Operations
- Supervise/evaluate performance of schools
- Implement and refine Performance Evaluation standards for teachers and administrators
- Develop curriculum objectives and monitor and revise objectives
- Coordinate and support curriculum development
- Coordinate staff development programs
- Establish a comprehensive testing program
- Establish standards for minimum competency, promotion, and graduation
- Provide an effective system for personnel administration, hiring and development
- Implement and promulgate desegregation standards
- Implement and monitor programs for special populations
- Develop plans for improvement, maintenance and utilization of its facilities and capital equipment

Each school employee at each level of the School Department will be held accountable for his or her overall performance.

The most critical administrative level of the school system is the school itself and the primary focus for resources will be on the classrooms and schools in which learning experiences take place.

III. A. MANAGEMENT OF FINANCES

DIRECTION

Continued improvement of our management capability will be accomplished centrally through expanded development of our information system, personnel management, and expenditure control system, and in the field through continued strengthening of the capability, responsibility, and accountability of building managers.

Financial resources of the Boston Public Schools will be focused on classrooms and schools for the improvement of the learning experience of the student.

PLAN OF ACTION

- Provide an effective system for personnel, administration, hiring and development
- Strengthen the budget development process
- Implement efficient procedures for accounting, purchasing, warehousing and contracting
- Develop comprehensive management information systems
- Reorganize External Funds Unit to provide more intensive monitoring and assistance and more efficient use of funding

III. B. FACILITIES

DIRECTION

Each school building will contain functional instructional, service, and support facilities to accommodate the educational program and to serve the educational mission of the school.

All Boston Public School facilities will be properly maintained, environmentally sound, secure and as energy efficient as possible.

Major renovations or construction needs will be promptly undertaken in conjunction with appropriate city and state agencies.

PLAN OF ACTION

- Carry out the reorganization plan designed to improve the physical condition of school buildings and grounds
- Develop and implement a system for providing and replacing maintenance equipment and supplies
- Conduct an effective capital improvements program in all school buildings
- Upgrade the system of repair and maintenance of equipment in vocational education programs
- Prepare and maintain all school facilities to fully accommodate the requirements of the educational program in each school

III. C. APPLICATION OF TECHNOLOGY

The Boston Public Schools will implement a computer education program over the next three years that will assure students of access to computers at every step of their education, will avail teachers of the opportunity to learn about and receive training on computers and provide each school with the potential to plan for the integration of computers into the school program and curriculum. In the longer range all schools eventually will be able to implement a universal computer literacy course, conduct instruction in computer programming and computer applications, use computer technology to support instruction and/or assist in school or classroom management.

The Boston Public Schools will apply computer technology to improve its data base, for monitoring student progress, to assist its research and development capabilities, to improve its payroll expenditures and personnel systems, to introduce or expand office automation, and to improve its communication networks with schools and district offices.

The Boston Public Schools will plan and utilize a Cable TV system, "The Interactive Communications Initiative," which is designed to make information and educational resources more accessible to Boston Public School students, staff and parents and to the community at large, by providing and maintaining a cost effective, interactive communications network that utilizes advanced communications technologies for programming, training, production and transmission of services supportive of school system goals. All Boston Public School departments and their personnel will utilize the new and emerging communications technologies to achieve their goals.

PLAN OF ACTION

- Implement the three year computer plan to fund the installation of a computer laboratory consisting of 15 stations in each Boston school
- Develop and implement a computer education curriculum at all grade levels
- Use computer technology to support the instructional program
- Use computer technology to support managerial services both central and school based
- Plan and implement a program for use of Cable TV in the Boston Public Schools

III. D. RESEARCH AND DEVELOPMENT (R & D)

DIRECTION

The Boston Public Schools will establish a Research and Development Unit and provide and use a strong, unified data base upon which school-based and centralized planning will be founded.

PLAN OF ACTION

- Establish an interim R & D Unit
- Develop a five year plan
- Establish a permanent R & D function
- Assist in the development of a plan for restructuring the Boston Public Schools

IV. RESTRUCTURING OF THE BOSTON PUBLIC SCHOOLS FOR PROGRAM IMPLEMENTATION

A. DIRECTION

The Boston Public Schools, in carrying out its educational objectives, will develop and implement an organizational structure that best supports and enriches the instructional program of all students in all schools. Not only must our programs and services be designed to match the needs of our students, but they must be easily accessible and predictable over the entire continuum of a student's public school experience, and they must be equitable and comparable throughout the entire city.

The Boston Public Schools will analyze the effectiveness of all elements of its present organizational structure including its Community Districts, the Citywide District, Comprehensive High Schools, Occupational and Vocational Schools and Programs, Middle Schools, Elementary Schools, Alternative Grades and Grade Structures, location and relationships of specialized programs, including Limited English-Speaking Students, Academically Talented Students, and Students with Special Needs, Alternative Education Programs, Assignment Procedures, and Utilization of School Facilities.

B. PLAN OF ACTION

- Conduct a preliminary analysis of available and retrievable data that measure the effectiveness of Boston Public School organizational structures and programs
- Continue to collect and analyze additional data and studies and identify data collection needs
- Develop alternative models for organizing the school system and project advantages/disadvantages of alternatives
- Establish procedures for School Department and for public review of alternative models

RESTRUCTURING OF THE BOSTON PUBLIC SCHOOLS

From time to time the leadership of the Boston Public Schools has seen fit to introduce or propose institutional change. The Strayer Report of 1944, the Sargent Report of 1962 and the Cronin Report of 1970 have served to stimulate change in the past. Sometimes the change has related directly to educational need and, on other occasions, to facility and/or demographic need. Some recent changes, of course, were developed in 1974 as the result of a court-ordered racial-balance plan of the Massachusetts Board of Education, and in 1975 as the result of the desegregation plan of the Federal District Court. Accordingly, there is considerable logic in examining possible structural changes in the school system as we near the end of a decade of school desegregation. Moreover, the completion of the remedy stage of the Federal Court's desegregation order provides another motivation for systemic modifications.

This section builds upon the educational foundation described in other parts of the document, e.g., promotional standards, course requirements, curriculum objectives, staff development. Specifically, this section provides the reader with a range of school offerings and specialties, a process for enabling students to gain access to general purpose schools as well as to specialized schools and programs, and an administrative mechanism for both delivering supportive services to schools and ensuring uniform implementation of systemic policies and practices.

What follow are the proposed elements of a restructured school system. In some cases, more than one option is offered for consideration.

I SCHOOL AND PROGRAM OFFERINGS

A - Citywide High Schools

1. Latin - College Preparatory: Humanities

   a. Assumptions: Locus will be Avenue Louis Pasteur, and entry will be by a combination of examination scores and grade point average.

   b. Grade Structure: The present grade 7 to 12 structure at the two Latins and one other school is an organizational anomaly in a school system generally organized on a K to 5, 6 to 8, 9 to 12 grade basis. Consideration has been given to changing the grade structure to a grade 6 to 12 model or a grade 9 to 12 one. The latter model is counter to a long tradition at Latin. The former model actually limits the number of students to be served, but it could be justified by the expected decline in secondary school students during this decade and by the desire to avoid the one year placement in a new school for grade 6 public school students. I recommend the grade 6 to 12 model, although I also urge that a proportionately greater number of seats be made available at grade 9 than presently is the case in deference to students whose interests and talents may may mature more slowly.

   c. One Latin or Two Latins: The Two Latin model versus the One Latin model should have been a subject of discussion when separate schools for boys and girls were eliminated a decade ago. The planned construction/renovation at Louis Pasteur Avenue may bring an argument for One Latin, possibly with an Intermediate Division and a Senior Division. However, I believe that the current administration at Boston Latin Academy ought to be afforded

the opportunity to test its contention that a Two Latin model can be justified on the basis of both enrollment-demand and efforts at Boston Latin Academy to create a truly different Latin model with unique course offerings and scheduling approaches. The plans for construction and renovation on one plot of land at Avenue Louis Pasteur actually contain the seeds of a campus environment for two schools, not unlike the Harvard/Radcliffe collaboration. In other words, the two Latins would jointly utilize key facilities and services, such as gymnasia, laboratories, libraries, computers, cablevision and other technological devices. They also would cooperate to allow students to "cross-enroll" in certain curricular and extracurricular offerings. Nonetheless, each Latin would maintain its separate identity and programmatic uniqueness, thus retaining its traditional strengths while combining efforts with its counterpart where appropriate.

We need not make a final determination on the Two Latin versus One Latin question at this time and, therefore, I believe that we can defer a decision until we learn how the Academy's administrative and educational plans unfold.

2. Science - College Preparatory
   a. Grade Structure: Consideration should be given to providing a major Science option from grades 6 to 12, but in a manner somewhat different from the recommended Latin model.
   b. One Science or Two Sciences: Presently, there are two science schools of differing grade structures and emphases.

There must be a comprehensive policy on the matter of a Science Magnet for secondary school students. I believe that the Umana School should become the Intermediate Division of Science High. It should serve students in grades 6 to 8. A screening process (which involves the use of an aptitude test, current report card grades and personal interviews) should be employed to admit students to the Umana School. Students who successfully complete grades 6 to 8 at Umana School automatically would be eligible to attend the Secondary Division of Science High. The Secondary Division should be located at a renovated Technical High. This four year school should serve Umana graduates as well as other students who would gain entry by their ranking on a combination of examination scores and grade point average.

3. Copley Square High School - International Studies

The program introduced at grade 9 in 1983 shall be expanded to grade 10 in 1984 and eventually shall be the primary focus of the entire school. The program also may serve as a magnet component in another high school, such as the Burke School.

4. Boston High School - Work Study

Although individual high schools may have work-study components, there is merit in retaining one downtown school exclusively devoted to a structured work-study program. The staffing flexibility and work opportunities at the present site are self-evident.

5. English High School - Schools-Within-A-School

English High School's tradition as a comprehensive,

citywide high school shall be retained. English High will be characterized by the schools-within-a-school concept, offering small school environments and programmatic/ instructional options to students within the school. Ninth graders shall be part of a strong Cluster Program, focusing on intensive basic skill development delivered through a mastery format, with competency serving as a prerequisite to promotion into other school programs. Students in the tenth through twelfth grades will have the option of enrolling in one of two programs: the Traditional Program and the Fenway Program. The Traditional Program will continue to provide a strong, comprehensive curriculum with a focus on preparation for college or other post-secondary education. The Fenway Program also will serve as a college/post-secondary education preparatory program, though it will feature less traditional instructional options, making full use of community resources and concentrating on the development of the student as an independent learner. Finally, English will offer a Visual and Performing Arts Program, serving approximately 400 students in the ninth through twelfth grades. This program will serve as the high school's major thematic program, accessible to students throughout the city.

6. Madison Park High School - Occupational Education

Madison Park High School's proximity to the Humphrey Occupational Resource Center cannot be ignored. Presently, nearly 28% of the Center's enrollment is dependent on Madison Park High School. The school shall reserve up to 1000 seats for students, grades 9 to 12, who will come from

all parts of the city and will utilize the school for academic purposes and the Humphrey Center for vocational purposes. Please note that the reserving of 1000 seats at the school for vocational education students makes it possible to serve up to 2000 students, given the fact that students will divide their time between Madison Park High School and the Humphrey Center.

The further use of the Humphrey Center is discussed below. The question of the use of the remaining space at Madison Park High School is more complicated. Certainly, some 400 spaces shall be reserved for the Music Magnet which can serve as an extension of English High School's Visual and Performing Arts Program or as a programmatic attraction for Madison Park High School itself. The remainder of Madison Park High School, then, shall serve as a comprehensive high school for 700 to 800 students from one of the newly designated districts which are described later in Article II of this section.

B - Citywide Programs

Each district/comprehensive high school shall be allowed to offer at least one major theme or program which shall be accessible to students across the city. It is not suggested that such programs will have large capacities; probably enrollments of 200 will be maximum in most schools.

1. Brighton: Business in Health Field; Auto Mechanics
2. Jamaica Plain: Electronics/Graphics
3. West Roxbury: Agribusiness; Horticulture
4. Hyde Park: Machine Shop
5. Burke: Computer Science; International Studies

6. Dorchester: Health Careers; Home Improvement Enterprise
7. South Boston: Alternative School
8. Charlestown: Computers and Computer Aided Instruction
9. East Boston: Business Education (Enrollment of 400)
10. Madison Park: Instrumental Music (Enrollment of 400)

C - Humphrey Occupational Resource Center

As noted above, the Humphrey Center and Madison Park High School will cooperate to serve up to 2000 students. Incidentally, students will apply for assignment to Madison Park/Humphrey Center. The determination of specific program/cluster assignments at the Humphrey Center will not be part of the Student Assignment Process. Program/cluster assignments will be subject to the same negotiations which take place regarding courses and subjects in any high school. In addition, the Humphrey Center will contract individually with the other schools of the system to provide service for eleventh and twelfth grade students in accordance with individual needs and preferences of the students and in cooperation with some of the thematic emphases of individual schools. Thus, for example, an individual student in a college preparatory program at Brighton High School might attend a Health Careers program at the Humphrey Center for part of a semester, a full semester, a year or two years, while all students in the Health Careers major at Dorchester High School also might utilize the facilities of the Humphrey Center for a year or two years. Again, these "contracts" will not be part of the Student Assignment Process. However, the central administration will monitor such activities to ensure

student access and to seek to avoid racial isolation or sexual stereotyping.

The Humphrey Center shall provide primary access to students attending the Boston Public Schools, secondary access to students attending Roxbury Community College and tertiary access to adult residents of the city or to school-age residents who may be attending private or other public schools.

D - Alternative Programs

There should be citywide alternative programs in independent settings, such as the Another Course to College or Boston Preparatory, or alternative programs within citywide high schools, such as the Fenway Program at English High School. Also, each district at the secondary school level shall be encouraged to develop a school-within-a-school program. Moreover, the school system shall retain some surplus schools to serve as learning centers for students who cannot function to their fullest in existing structures or programs. Such schools also will be available to the system when enrollments generally increase or if national or world events again cause sudden spurts of enrollment.

E - Citywide Middle Schools

Some of the citywide high schools have or will have intermediate or middle level divisions. There is a logic in linking all citywide high schools, except the work-study or vocational components, to specified intermediate or middle level schools.

1. The Wheatley School will serve as a citywide middle school

and its students shall have guaranteed access to Copley Square High School. The focus of the Wheatley School shall be foreign language preparation and multicultural education.

2. The King School will continue to develop its alternative programs and introduce an Arts theme so that it will serve as a primary "feeder" school to English High School.
3. The Mackey School shall be utilized as a district magnet school or a district Kindergarten to Grade 8 School. Although it is being removed from the citywide structure, the Mackey's unique status in a community district will be guaranteed.

F - Magnet Elementary Schools; Citywide and District

Generally speaking, the present elementary magnet schools have served the school system well. I believe that magnet elementary schools should remain a vital part of the the school system although I do think that their focus should be primarily at the district level. Furthermore, magnet elementary schools really should not highlight subject matter themes. Rather, they must emphasize learning styles, e.g., open education, or serve as general-purpose schools with guaranteed student assignment linkages to magnet middle schools or as desegregation alternatives within each district. The present elementary magnet schools, therefore, will form the nucleus of revitalized community districts and will retain their magnet status at a district level.

I do recommend, however, that the Hale School, Hernandez School and Trotter School continue as citywide magnet schools with guaranteed access from the Trotter

School to the Wheatley School and from the Hernandez School and Hale School to the King School. This recommendation is consistent with our determination in this proposal to provide certitude of assignments from kindergarten to grade twelve at both the citywide and district levels. Incidentally, the Special Education facilities - Carter, Mann, McKinleys, Tileston - will continue as citywide schools although they will not be the responsibility of the administrator of the citywide district.

I also believe that each geographic district should maintain at least one magnet elementary school serving as an alternative for students of the district. The focus of such magnet district elementary schools shall be learning-style or simply desegregation-alternative. Such schools also shall be the loci for any expanded and intensive Early Childhood Programs. If possible, each geographic district may have a magnet middle school which will relate to the magnet elementary school. Magnet schols must be desegregated and will be located to enhance desegregation in each district.

G - Kindergarten to Grade 8 Schools

The model described for magnet elementary schools shall apply to Kindergarten to Grade 8 schools, hereafter referred to as K to 8 schools. The criteria for identifying which schools are to be K to 8 schools will be capacity (ideally such schools must be able to serve two regular education classes per grade through grade 5 and three regular education classes per grade in grades 6 to 8 and be able to serve bilingual and/or special needs

students) and, at least in some cases, willingness to prepare students who might be interested in the programs at Madison Park High School, English High School, Copley Square High School, Science High School or in the major themes of district high schools. Equity of K to 8 sites also shall be a determinant.

I do not favor the designation of K to 8 schools as citywide schools because we are endeavoring to strengthen and make more attractive the district schools. I recommend that each geographic district have at least one K to 8 school with an intermediate level theme, e.g., Performing Arts, relating to citywide high schools or thematic units of district high schools. There are at least 20 present elementary schools, as well as most present middle schools, which could serve as K to 8 schools.

H - Advanced Work

The Advanced Work Program must be restructured. First, the program should have a broader base at the elementary school level. The program presently serves students in grades 4 and 5, and some consideration will be given to a grade 3 component. Secondly, the program must be desegregated and ought to be placed in schools which are not citywide or district magnet schools. Thirdly, consideration must be given to offering the program in more than the present 11 sites at the elementary level. Finally, at the middle school level, there ought to be one grade 6 to grade 8 advanced work program in one middle school of each geographic district to serve students who do not attend the Latins or the Science Schools.

1I DISTRICTING APPROACHES

This article and the article after it arguably should be treated as one article because they really are intertwined. At any rate, the purpose of this article is two-fold:

- to offer one or more administrative devices for managing the school system, and
- to set a basis for assigning students to programs and schools in a manner which dramatizes student and parental access.

The following districting options have been considered by me:

A - Unitary Plan: Administrative Districts by Grade Level

This option offers administrative districts based for the most part on grade level (although student assignments might have geographic elements). Thus, all high schools would be supervised by one administrator, all middle schools and K to 8 schools by another, and all elementary schools by yet another administrator. This approach has the advantage of coordinating schools and persons with comparable educational and administrative concerns. Such an option would be accompanied by a student assignment plan which would have geographical and programmatic components.

B - Status Quo: Eight Geographic Districts and One Citywide District

This model maintains the current eight geographic districts and one citywide district. It could be modified to make the citywide district totally voluntary. It also could be modified by changing some citywide elementary schools to district magnet schools.

C - Reduction of Districts: Four, Five or Six Geographic Districts and One Citywide District

This geographic model reduces the present eight geographic districts into four, five or six geographic districts of proximate size and racial composition with certain schools and programs designated as magnets in each district. It retains a smaller citywide district, as implied in Article I of this section. Each district would have a range of educational offerings and schools from kindergarten through grade 12.

D - Electoral Districts

Although the use of the nine newly-created electoral districts is not organizationally appropriate for school administration and student assignments, a modified form of the electoral districts is possible. Thus, the nine electoral districts could be merged into six school districts of differing sizes and racial compositions. The citywide district would be retained in the somewhat smaller form suggested in Article I of this section. Certain schools and programs in each district would serve as district magnets.

E - Reduction of School Districts and Use of One Electoral District

One rather unusual possibility is to reduce the current eight geographic districts to four districts and then to carve out of the center of the merged districts a fifth district which would be identical to Electoral District Seven. A citywide district also would be part of this option. The resulting geographic districts would be of differing sizes and racial compositions.

F - Families of Schools

This option creates 15 to 20 families of schools with each geographic family having a high school, one or two intermediate components and four to six elementary components. The headmaster would be the head of each family. There could be one or more citywide families and there could be some non-family schools as well as some schools adopted by universities, industry or community agencies.

G - Freedom of Choice Plan

This option, offered by the Plaintiffs, creates the nine electoral districts as community districts for elementary and middle schools only, and it designates a separate citywide district for all high schools. Enrollment would be made to the school of the parent's choice on a first come, first served basis, subject to racial/ethnic reservations. If the "reserved" seats at a school have not been utilized by a racial/ethnic group within a prescribed time, such seats would be filled on a first come, first served basis, without regard to race/ethnicity.

A number of the districting options referenced above may be found in the Appendix of this document. However, I recommend that most serious consideration be given to a form of Districting Option C which results in a reduction of the present eight geographic or community districts to five and a diminution of the present citywide district of 16,000 students to one serving 11,000 students. From an administrative point of view, the proposal to restructure the districts will provide each district superintendent with a comparable number of schools, staff

and students to direct and supervise. From an educational and desegregative point of view, the proposal will enable us to organize curricular and programmatic offerings in a manner designed to promote greater access than presently is the case.

The accompanying map (see page 22) gives some indication of the geographical outlines of the proposed five districts and may help to place the following information in proper context:

District A

Geographical Sections: Brighton, Allston, Fenway, Mission Hill, Parker Hill, Highland Park, Back Bay, South End, Bay Village, Beacon Hill, North End, Charlestown

Projected Enrollment:

Black	White	Other	Total
2178	1760	3570	7508
29%	23%	48%	

Grade Levels: Enrollment and Capacity

	Enrollment	Capacity
High School	1543	2285
Middle School	1860	2697
Elementary School	4105	6336
TOTAL	7508	11318

Schools Located in Proposed District:

High	Middle	Elementary		
Brighton	Edison	Baldwin	Farragut	Gardner
Charlestown	Taft	Garfield	Hamilton	Tobin
	Edwards	Winship	Eliot	Kent
	Michelangelo	Quincy	W Prescott	Hennigan
	Mackey		Jackson-Mann	

District B

Geographical Sections: Lower Roxbury, Dudley, Uphams Corner, South End, South Boston, Columbia Point, East Boston

Projected Enrollment:	Black	White	Other	Total
	3484	4456	3082	11022
	32%	40%	28%	

Note: This district contains East Boston for administrative purposes. If the projected enrollment of East Boston is removed, the remainder of District B will have the following desegregative enrollment:

	Black	White	Other	Total
	3428	1996	2612	8036
	43%	25%	32%	

Grade Levels: Enrollment and Capacity

	Enrollment	Capacity
High School	2300	3068
Middle School	2874	3574
Elementary School	5848	7945
TOTAL	11022	14587*

*Much of the differential is in East Boston. The East Boston enrollment is projected to be 2986 and the capacity of East Boston Schools is 4885.

Schools Located in Proposed District:

High	Middle	Elementary		
East Boston	Barnes	Adams	Alighieri	Bradley
South Boston	Cheverus	P Kennedy	O'Donnell	Otis
1/3 Madison Park	Dearborn	Clap	Condon	Dever
	Gavin	Emerson	Mason	Perkins
	McCormack	Perry	Russell	Tynan
	Timilty	Winthrop	Blackstone	Hurley
		Guild	McKay	

District C

Geographical Sections: Brunswick-King, Columbia, Savin Hill, Uphams Corner, Jones Hill, Meeting House Hill, Bowdoin, Codman Square, Codman Hill, Lower Mills, Cedar Grove, Ashmont, Neponset, Port Norfolk, St Mark's, Fields Corner

Projected Enrollment:

Black	White	Other	Total
5380	1759	1597	8736
62%	20%	18%	

Grade Levels: Enrollment and Capacity

	Enrollment	Capacity
High School	1724	1894
Middle School	2114	2530
Elementary School	4898	5891
TOTAL	8736	10315

Schools Located in Proposed District:

High	Middle	Elementary		
Burke	Cleveland	Dickerman	Everett	Fifield
Dorchester	Holmes	Holland	Kenny	Marshall
	Wilson	Mather	Murphy	O'Hearn
		Stone	Taylor	

District D

Geographical Sections: Readville, Stony Brook, Fairmount, Hyde Park, High Point, Beech Street-Roslindale, Wellington Hill, Mattapan, Franklin Field

Projected Enrollment:

Black	White	Other	Total
5369	1693	461	7523
71%	23%	6%	

Grade Levels: Enrollment and Capacity

	Enrollment	Capacity
High School	1758	1585*
Middle School	1772	1905
Elementary School	3993	4924
TOTAL	7523	8414

*The high school capacity is dependent on the utilization of both Hyde Park High School and the Lewenberg School. The two schools can serve 1758 students with little trouble because the Lewenberg School's official capacity is lower than its true capacity.

Schools Located in Proposed District:

High	Middle	Elementary		
Hyde Park	Rogers	Channing	Chittick	Conley
Lewenberg	Thompson	E Greenwood	Grew	Hemenway
	Irving	F Roosevelt	P Shaw	Bates
		Lee	Mattahunt	

District E

Geographical Sections: West Roxbury, Georgetown, Centre/South-Roslindale, Lower Washington/Forest Hills, Woodbourne, Moss Hill, Jamaica Plain, Washington Park, Franklin Hill, Franklin Park

Projected Enrollment:

Black	White	Other	Total
5362	2050	2238	9650
56%	21%	23%	

Grade Levels: Enrollment and Capacity

	Enrollment	Capacity
High School	2152	2556
Middle School	2218	1921*
Elementary School	5280	6757
TOTAL	9650	11234

*This differential poses no problem because there will be at least one K to 8 school in the proposed district.

Schools Located in Proposed District:

High	Middle	Elementary		
West Roxbury	R G Shaw	Beethoven	Kilmer	Lyndon
Jamaica Plain	M Curley	Mozart	Philbrick	Sumner
	Lewis	Agassiz	Ellis	Fuller
	T Roosevelt	Higginson	J Kennedy	Longfellow
		Manning	Mendell	Parkman
		Endicott	Haley	J Curley
		S Greenwood		Ohrenberger

Citywide District

Projected Enrollment:	Black	White	Other	Total
	5146	3656	2248	11070
	47%	33%	20%	

Grade Levels: Enrollment and Capacity

	Enrollment	Capacity
Secondary* School	10055	12027
Elementary School	1015	1083
TOTAL	11070	13110

*It is difficult to provide separate capacities for high school and middle school because two of the Examination Schools presently are grade 7 to 12 schools.

Schools of the Citywide District

High	Middle	Elementary
Boston Latin Academy	Umana	Hale
Boston Latin School	King	Hernandez
Boston Technical	Wheatley	Trotter
Boston		
Copley		
English		
2/3 Madison Park		

Note 1: The Special Education Schools - Carter, Mann, McKinleys, Tileston - will not be part of the Citywide District. Rather, they will be administered separately.

Note 2: The Boston Business School was not included in the proposal.

Note 3: The total enrollment of the five geographical districts plus the citywide district follows:

Black	White	Other	Total
26919	15394	13196	55509
48%	28%	24%	

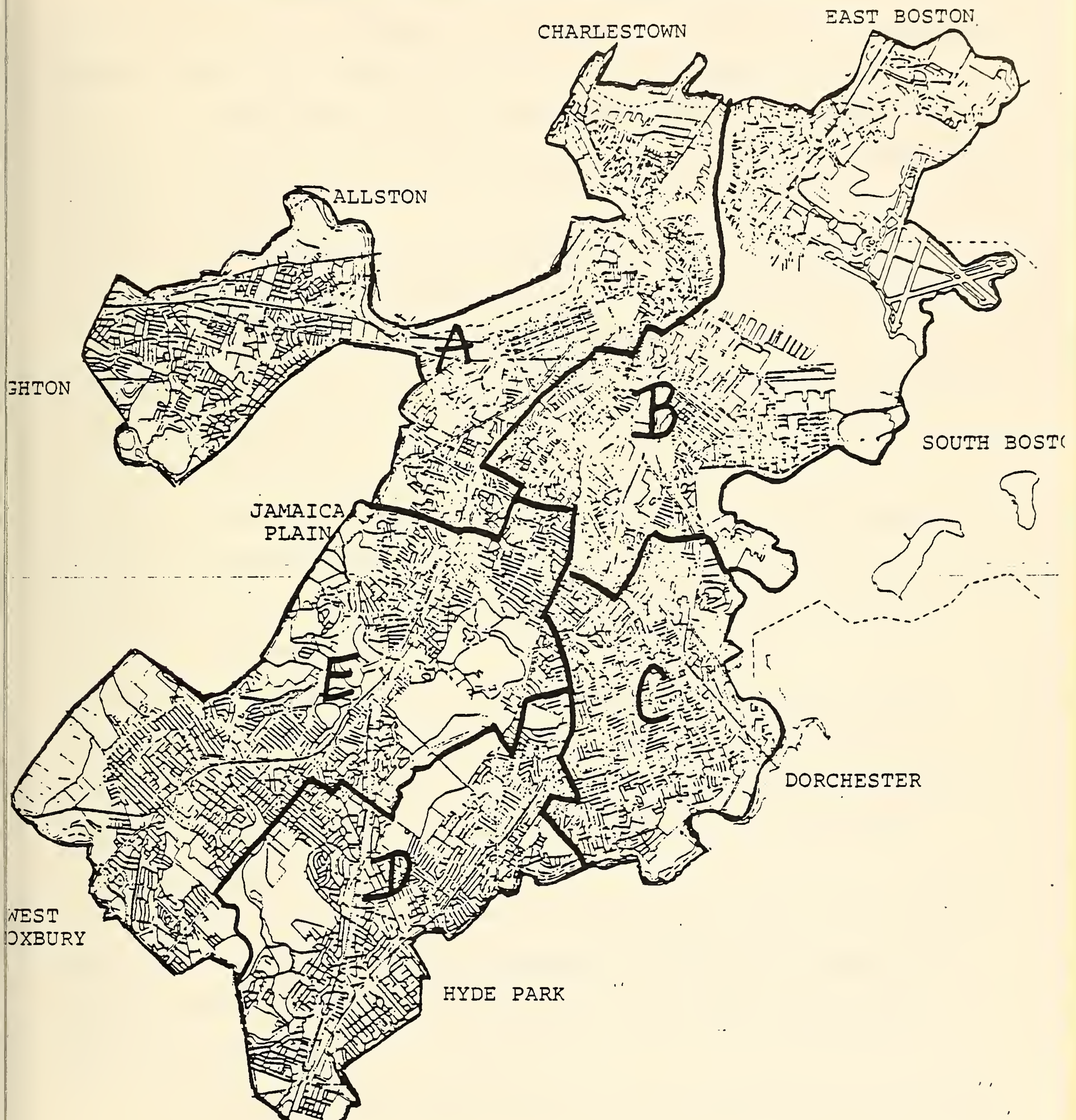
This districting option is not without its problems. Any re-districting plan tends to impact some neighborhoods unfairly or to break up familiar school patterns. Further, any plan - including this one - results in a redistribution of student enrollments in such a way as to cause large enrollments in some schools and under-utilization in other schools - not necessarily in the several schools which presently are under-utilized or even in the few schools which presently have "tight" fits. (Those who recall the Phase I Desegregation Plan of 1974-75 as well as the implementation of the Phase II Order in 1975-76 know that both plans encountered difficulties of over-utilization and under-utilization.) However, the broad outline of this districting

option gives indication of a reasonable relationship between likely enrollments and capacities at each grade level in each district.

Again, the other districting options considered by me are contained in the Appendix. In some cases, the difficulties and problems in the various options are apparent. However, I am prepared to provide a detailed critique of the other options under separate cover if such is deemed necessary.

REDUCTION OF DISTRICTS

Five Geographic Districts Plus Citywide District



III STUDENT ASSIGNMENT PLAN

The Student Assignment Plan described in this article flows naturally from the recommendations in Article I and Article II of this section. The Plan is based on the following general assumptions:

- The proposed citywide high and middle school enrollment will approximate the current citywide capacity at those two levels.
- The proposed citywide elementary school enrollment will be reduced significantly but it will be offset by district magnet options at the elementary school level.
- There will be K to 8 options in each geographic district.
- There may be a magnet middle school option in each district.
- Each geographic district high school will have a small magnet theme.
- There will be five geographic districts rather than the present eight.
- During the first years of a restructured school system there may be a need to retain most schools in order to provide sufficient desegregative and educational options and to ascertain any unforseen changes in enrollment patterns.

Given the thrust of a Student Assignment Plan which reduces the number of districts and realigns magnet offerings in order to provide greater vitality to the geographic districts, I seek the following objectives:

- A student assignment process which is equitable in intent,

- A school system in which students and parents perceive school options and program options as CHOICES rather than as AVOIDANCES,
- A strength and predictability of school and program assignments which should encourage students, through their parents, to enroll and/or remain in the school system,
- A competition among school persons for enrollments, but a competition which is realistic and not inherently detrimental to some schools, communities and students.

The proposed Student Assignment Plan, therefore, is based on the Districting Option (i.e., five districts plus a citywide district) described in Article II of this paper and has the following highlights:

1. Each district shall have contiguous neighborhood enrollment areas for elementary schools. A "contiguous neighborhood enrollment area" is one which has an unbroken set of communities or sub-neighborhoods. In most cases it will be a compact area, but in some cases the area may be elongated or otherwise irregular in shape. In many cases the school in a student's "contiguous enrollment area" will be the nearest school, but in some cases it will not be the nearest school.
2. Elementary schools shall have a Kindergarten to grade 5 structure, and children may attend their contiguous area elementary schools from Kindergarten to grade 5.
3. If a child resides in a "contiguous enrollment area" whose school is likely to be tending toward racial-identifiability that student will be offered both his/her guaranteed "contiguous enrollment area" school and another guaranteed non-magnet district school where his/her

enrollment would be racially-beneficial. The option of a guaranteed non-magnet alternative school does not prevent the student from attending yet another non-magnet, district school of his/her choosing providing there is available space and the assignment will be racially-beneficial.

4. A child also may apply for one of the magnet elementary schools in his/her district or in the citywide district. Desegregation percentages shall be mandatory in magnet schools.
5. A student's middle school will be determined by which elementary school in a district he/she has attended. Elementary schools in a school community district will flow to middle schools in a manner consciously designed to promote desegregation. In other words, a middle school will not necessarily be served by elementary schools which are contiguous to each other. Middle schools will have a grade 6 to grade 8 structure.
6. Each district will have at least one K to 8 school. Enrollment will be voluntary, and desegregation percentages shall be mandatory. A K to 8 school's enrollment shall flow to a specific high school in the district.
7. If possible, each district may have a magnet middle school serving the magnet elementary schools of the district. At any rate, enrollment in such a school will be voluntary, and desegregation shall be mandatory. Such a school might or might not have a theme. If it is not feasible to have a desegregation-alternative middle school in a district (e.g., District D or District E of

the Five District Plan) then students in the magnet elementary schools of that district will be given priority of consideration for available sixth grade vacancies in the K to 8 school(s) of the district.

8. Middle schools and K to 8 schools shall flow to the high schools of the district in a manner consciously designed to promote desegregation. High schools in the school community districts will have a grade 9 to 12 structure.

9. Transfers between or among the high schools of a district shall be restricted but the high schools may cooperate to provide a full range of educational offerings to students within the district in any feasible manner. In other words, students in High School "A" may take a subject available only in High School "B" and vice-versa.

10. Most of the schools of the citywide school district will have authorized feeder patterns whereby a parent will be certain of her child's school assignment once the child gains entry to a citywide school (e.g., Trotter to Wheatley to Copley; Hale to King to English High School; Hernandez to King to English High School; Umana to Technical). In some cases, enrollment in a specific K to 8 school in a geographic district shall guarantee an assignment to a specific citywide high school (e.g., Tobin Performing Arts to English High School's Visual and Performing Arts Program).

11. There shall be two kinds of grade structures within the citywide district:
    - K to 5, 6 to 8 and 9 to 12
    - K to 5 and 6 to 12 (Examination Schools)

12. Enrollment in the citywide school district shall be voluntary. There will be no forced assignments to schools of the citywide school district. Parents may apply for a school or school-set, and assignments will be made up to capacity on the basis of citywide racial/ethnic percentages. Please note carefully that this recommendation advocates the elimination of forced assignments to citywide schools but emphasizes the obligation to desegregate such schools. This recommendation does not envision any withdrawal from magnet school desegregation. Either a school succeeds in attracting a racially-mixed enrollment or it faces possible closing or other utilization (e.g., return to non-magnet status), even if it has a waiting list of students of a racially oversubscribed group.
13. Citywide high schools will be specialty schools, in full or in part.
14. District programs, i.e., Extended Day Kindergartens, Advanced Work Programs, will be subject to districtwide racial/ethnic percentages. (As noted above, district magnet schools, e.g. magnet elementary, magnet middle and K to 8, will be subject to districtwide racial/ethnic percentages.) However, the citywide programs in the district high schools (see Article I-B on page 6) will be subject to citywide racial/ethnic percentages.
15. Cross-district assignments or transfers (excepting those relating to the citywide school district or to high school thematic components) will not be provided unless they enhance desegregation.

It is important to note what the proposed utilization of a reduced number of school districts in combination with the proposed Student Assignment Plan will do. Desegregation will be attained

- in the citywide schools and programs
- in the district high and middle schools, except East Boston
- in the district K to 8 and magnet elementary schools as well as in the district Advanced Work and Extended Day components

To the degree possible, desegregation will be sought in the district elementary schools except in East Boston. However, one must be aware of the practical limitations of desegregation, particularly at the lower grade level in the upcoming years. The enrollment trends of the last nine years suggest a Black and Other Minority elementary school enrollment of 85% by the end of the decade. This estimate indeed may be a conservative one. A study of 1980 census data shows that Boston residents under 18 years of age are only 52% White even though the city's total population is estimated to be 70% White.

Data from the Massachusetts Department of Public Health offer another view of likely enrollment trends in its identification of Births to Boston Residents by Race. The percentage of births to White residents has changed dramatically. In 1969, when many of our ninth-graders were born, White births constituted 70% of the births in the city. By 1982, White births represented only 45% of the total.

Non-Boston Public Schools' enrollments provide yet another indication of racial change in the school system. Even when one combines the enrollments of the Boston Public Schools and the non-Boston Public Schools, the total enrollment now is only 46% White, and it drops to 42% White at the elementary grade level. What can be

observed, therefore, is that in the unlikely event of a wholesale closing of sectarian and non-sectarian schools serving city residents the racial percentages of the total school system, especially at the elementary school level, would not differ from those of 1976-77 and would not come close to those of 1973-74, the school year preceeding desegregation. The possibility that a more flexible assignment process at the elementary school level would lure significant numbers of students from private schools seems remote, given the strong parochial school tradition in the city. It is ironic that those private schools whose future is most uncertain are ones with significant enrollments of Black and Hispanic children. The data and related analyses found in the Appendix lend credence to our contention that the trend in racial enrollments is unlikely to be altered to any great degree by any moderate modification of the current desegregation order of the Federal Court.

There is at least one other aspect of the current desegregation plan which requires commentary. The complex formulae for setting racial/ethnic percentage goals for eight community districts and the citywide district guarantee that the school system will be subject to the semi-annual complaint that schools are out of compliance with the desegregation order. (Reference the elaborate analyses in the February 1, 1984 Monitoring Report of the Massachusetts Board of Education.) The fact is that the racial/ethnic percentages for each district are arrived at by a method which has the practical effect of double-counting those students who attend citywide schools and, of course, reside in the community districts. The Federal Court recognized this problem and somewhat modified the desegregation formulae in 1982. Nonetheless, it still is very difficult to attain full compliance under the Court Order. For example, a "strict

constructionist's" assessment of desegregation in the elementary schools (grades 1-5) of Districts I to VII would find only ten of those sixty schools in full compliance. A more liberal assessment might raise the figure to twenty-nine. It is difficult, therefore, to argue convincingly in favor of a Student Assignment Plan which results in more than half of the elementary schools in the geographic districts being out of compliance with the desegregation order. Change seems imperative, unless one seriously believes that student recruitment projects within the city will solve our compliance problem.

There will be no stepping-back from the obligations of student access and equity. We simply are suggesting that a serious and objective examination of current enrollments, population trends and desegregation regulations suggests a perception - rather than a reality - of desegregation at the elementary level in many schools now and in the future under the current plan of the Federal Court. This proposal attempts to come to grips with present reality and future trends at the elementary school level. It guarantees desegregation in all magnet elementary schools and programs as well as in all middle and high schools. In effect, it institutionalizes attainable racial/ethnic desegregation and provides educational access and equity for students. In particular, incidentally, the proposal will offer easy access out of those schools which might be tending toward racial-identifiability by maintaining reasonably-excess capacity in schools for racially-beneficial transfers. While we find it difficult to envision a properly- functioning "Freedom of Choice" Student Assignment Plan we find it both feasible and desirable to structure a "Transfer for Equity" component of a modified Student Assignment Plan.

Finally, the proposal's greatest strength will be the revitalization that any substantive plan for change does bring. That

renewal will coincide with the increasing awareness by citizens, especially those in public life, of the importance of public education. The learning process generally will be the beneficiary of organizational restructuring. By extension, students of this generation and the next will be the recipients of educational offerings designed to give all who participate the opportunity to be better prepared to deal with the realities of the world in the last decade of this century and in the new century.

IV. RESTRUCTURING OF BOSTON PUBLIC SCHOOLS FOR PROGRAM IMPLEMENTATION

THE DETAILS OF RE-DISTRICTING AND A NEW STUDENT ASSIGNMENT PLAN

The problem in submitting a proposal of this type is that one can only offer the general elements of a plan lest community and school persons as well as policy-makers not believe that they can influence its final form. Further, the fine details of a plan are so numerous and time-consuming that planners properly need some guidance regarding what general elements have support and potential for approval. Accordingly, I recommend that the next six weeks be utilized to ascertain school and community reaction to the general recommendations contained within. Then, assuming School Committee's modification and approval of a plan of action, we can commence an effort of detailed planning and negotiation with the State Board, Parties to the Desegregation Case and the Court itself.

What we seek, therefore, is a restructured school system and Court-disengagement. The detailed planning will be difficult and will call for good-faith negotiations. In the midst of such uncertainty and tension, I urge the School Committee to act on my recommendations before April 1, 1984, and move to obtain the necessary approvals as soon as possible thereafter so that proper planning and public information can commence. The implications of this proposal are too important to be left to the hasty spring/summer planning which characterized the desegregation plans of 1974 and 1975.

V. PROPOSED TIMETABLE FOR SECTION IV

V PROPOSED TIMETABLE FOR ARTICLE IV

February 10, 1984 - Submission to School Committee

February 13, 1984 to March 16, 1984 - Review Process as Determined by School Committee

March 23, 1984 - Revised Submission to School Committee

March 30, 1984 - School Committee Action

April 13, 1984 - Petition the State Board and Parties for Major Change and for Disengagement of the Court

May 1, 1984 - Commence Intensive Central-level Planning, Based on the Degree of Progress in the Modifications Proceedings

September 1, 1984 - Expand Planning to Field-level, again Dependent on Progress in the Litigation

October 1, 1984 - Decision of State Board/Federal Court

February 1, 1985 - Final Implementation Plan Submitted to School Committee and State Board

March 1, 1985 - Final Implementation Process Commences for 1985-86 Academic Year

APPENDIX A

STRUCTURAL CHANGES OR DISTRICTING OPTIONS

STRUCTURAL CHANGES OR DISTRICTING OPTIONS

The following structural changes or districting options were considered. Although the recommended districting plan (five geographical districts and one reduced citywide district) is described in the main portion of Section IV, the other changes or options are offered herein for information.

A - Unitary Plan: Administrative Districts by Grade Level

This plan is not a student assignment plan per se. Rather it is a managerial device for administering schools on the basis of grade levels. Given the size of the school system, this plan would call for an Assistant Superintendency for High Schools, an Assistant Superintendency for Middle Schools and two Assistant Superintendencies for Elementary Schools.

The Unitary Plan brings together schools and personnel with fairly common interests and objectives. This plan still would require a student assignment mechanism. Prior to 1967 the public schools of Boston were administered on this principle.

No detailed description of the Unitary Plan was developed, and the current thinking is not to pursue this approach from an organizational point of view. However, the concept is worth considering as a mechanism for relating central curriculum and program services to the different categories of schools.

B - Status Quo: Eight Geographic Districts and One Citywide District

Consideration was given to reducing the present citywide district and maintaining the current eight geographic districts in their present forms. Further, the possibility of redefining assignment

rules to make magnet schools truly voluntary was explored. However, the general view of planners was that there was too much dissatisfaction with the current organizational arrangement, that enrollments and residential populations had shifted too much, and that the uneven administrative distribution in the nine districts was too great to be adjusted. As a result, no modifications based on the current districting organization and student assignment plan were attempted.

C - Reduction of Districts

Planners did develop three redistricting plans which reduced the eight geographic districts in number and which in each case reduced the size of the citywide district. In fact, the one constant in the several redistricting options which were seriously considered was the reduced form of the citywide district. That reduction from a 16000 student district to an 11000 student district is described in Articles I and II of Section IV.

1. Four Districts Plus Citywide District

Note: See attached map for geographic reference points.

Citywide District

Note: This district would include most current citywide high schools, the King, Wheatley, Trotter, Hale and Hernandez Schools.

Black	White	Other	Total
5555	3890	2423	11868
47%	33%	20%	

Current Community Districts 7 & 8 (E Boston, Charlstwn, S End, Roxbury)

Note: This merger also includes the western part of Current Community District 6.

Black	White	Other	Total
3880	3363	3623	10866*
36%	31%	33%	

*East Boston would be included for administrative purposes, but not for student assignment purposes.

Current Community Districts 1 & 2 (Bri, All, Mis Hl, Fenw, Rox, JP, Rosl)

Note: This merger excludes the Roslindale parts of Current Community District 2.

Black	White	Other	Total
3854	1494	4356	9704
40%	15%	45%	

Current Community Districts 5 & 6 (Dorchester, Roxbury, South Boston)

Note: This merger excludes the western part of Current Community District 6.

Black	White	Other	Total
6920	3385	1799	12104
57%	28%	15%	

Current Community Districts 3 & 4 (Hyde Park, Matt, Dorch, W Rox, Rosl)

Note: This merger includes the Roslindale parts of Current Community District 2.

Black	White	Other	Total
6595	3216	849	10660
62%	30%	8%	

TOTAL SYSTEM SUMMARY (K to 12 only)

Black	White	Other	Total
26804	15348	13050	55202*

*Exclusive of Boston Business School, Carter, Mann, McKinleys and Tileston Schools

Relationship of Enrollment to Capacity

Proposed District	Enrollment	Capacity
Citywide	11868	13186
CD* 1 & 2	9704	12376
CD 3 & 4	10660	13270
CD 5 & 6	12104	16321
CD 7 & 8	10866	13989
TOTAL	55202	69142

*CD = Community District, the term used in the present Student Assignment Plan

Facilities

Citywide District

Note: Capacities which are listed are the "assignable" capacities of the Department of Implementation. In many cases, the capacities could be raised without educational deficit by the use of presently undesignated rooms.

School	Enrollment	Capacity
Boston High	709	984
Boston Latin Academy	1181	1230
Boston Latin School	2175	2100
Boston Technical High/Umana	2057	2594
Copley Square High	531	552

Boston English High	1545	2026
Madison Park High	939*	1400**
King Middle	514	789
Wheatley Middle	346	352
Hale Elementary	209	233
Hernandez Elementary	205	202
Trotter Elementary	618	648
	11029***	13110***

*Actually, the school's present enrollment is 1939. For this simulation, the figure of 939 is used as a working enrollment for the citywide component.

**Citywide component only

***Present figures only; differ somewhat from those used in simulations

Community Districts 7 & 8 (plus part of District 6)

High: Charlestown, Madison (1/3), East Boston

Middle: Dearborn, Edwards, Mackey, Michelangelo, Timilty, Barnes, Cheverus

Elementary: Blackstone, Eliot, Emerson, Hurley, Kent, Mason, Quincy, Warren-Prescott, Winthrop, Adams, Alighieri, Bradley, Guild, P Kennedy, McKay, O'Donnell, Otis

	Enrollment	Capacity
High	2347	3124
Middle	2615	3399
Elementary	5904	6908
TOTAL	10866	13431

Community Districts 1 & 2 (less part of District 2)

High: Brighton, Jamaica Plain

Middle: Edison, Taft, M Curley, Lewis, T Roosevelt

Elementary: Baldwin, Farragut, Gardner, Garfield, Hamilton, Jackson, Tobin, Winship, Agassiz, J Curley, Ellis, Fuller, Hennigan, Higginson, J Kennedy, Manning, Mendell

	Enrollment	Capacity
High	2074	2361
Middle	2302	2788
Elementary	5329	7987
TOTAL	9704	13136

Community Districts 5 & 6 (less part of District 6)

High: Burke, Dorchester, South Boston

Middle: Cleveland, Holmes, Wilson, Gavin, McCormack

Elementary: Dickerman, Endicott, Everett, Fifield, S Greenwood, Holland, Kenny, Marshall, Mather, Murphy, O'Hearn, Stone, Clap, Condon, Dever, Perkins, Perry, Russell, Tynan

	Enrollment	Capacity
High	2450	2958
Middle	2967	4103
Elementary	6687	9260
TOTAL	12104	16321

Community Districts 3 & 4 (plus part of District 2)

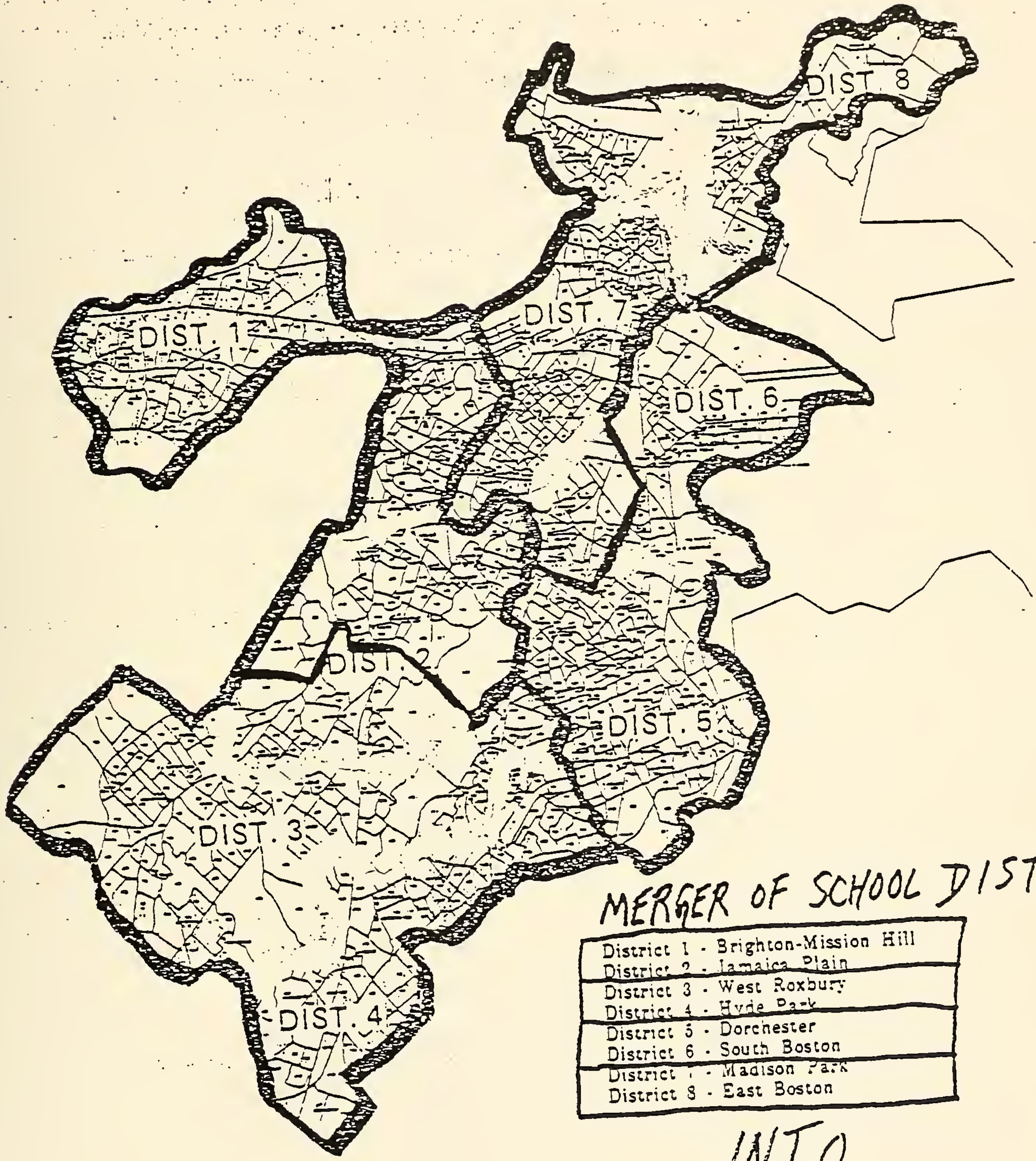
High:	West Roxbury, Hyde Park
Middle:	Irving, Lewenberg, RG Shaw, Rogers, Thompson
Elementary:	Bates, Beethoven, Haley, Kilmer, Lee, Longfellow, Lyndon, Mattahunt, Mozart, Ohrenberger, Parkman, Philbrick, Sumner, Channing, Chittick, Conley, E Greenwood, Grew, Hemenway, F Roosevelt, PA Shaw, Taylor

	Enrollment	Capacity
High	2505	2480
Middle	2293	2832
Elementary	5862	7958
TOTAL	10660	13270

Commentary

1. This plan generally has a realistic mixture of schools in each of the four districts. It also has a good relationship of enrollment to capacity in each district.
2. The four district plan tends to divide the Black communities.
3. The plan equalizes the administrative burden in each district. However, the fact of "fewer districts" does mean that each Community Superintendent, on average, has more schools and personnel to supervise and more area to traverse.

REDUCTION OF EIGHT SCHOOL DISTRICTS



MERGER OF SCHOOL DISTRICTS

District 1 - Brighton-Mission Hill
District 2 - Jamaica Plain
District 3 - West Roxbury
District 4 - Hyde Park
District 5 - Dorchester
District 6 - South Boston
District 7 - Madison Park
District 8 - East Boston

INTO

FOUR DISTRICTS

(PLUS MAGNET DISTRICT)

2. Five Districts Plus Citywide District

The description of this recommended districting plan is to be found in the main body of Article III, Section IV.

3. Six Districts Plus Citywide District

Note: See attached map for geographic reference points.

Citywide District

Black	White	Other	Total
5184	3681	2251	11116
47%	33%	20%	

New School District 1

Black	White	Other	Total
1707	1378	3436	6501
26%	21%	53%	

New School District 2

Black	White	Other	Total
2195	3323	2208	7726
28%	43%	29%	

New School District 3

Black	White	Other	Total
2912	1766	1788	6466
45%	27%	28%	

New School District 4

Black	White	Other	Total
5030	1387	1560	8427
60%	22%	18%	

New School District 5

Black	White	Other	Total
4592	1298	345	6235
74%	21%	5%	

New School District 6

Black	White	Other	Total
5299	2131	1608	9038
59%	24%	18%	

Relationship of Enrollment to Capacity

Proposed District	Enrollment	Capacity
Citywide	11868	13186
New School District 1	6501	10177
New School District 2	7726	11428
New School District 3	6466	7795
New School District 4	8421	10064
New School District 5	6235	7457
New School District 6	9038	8236

Facilities

Citywide District

The Citywide District is the same for each plan. See an earlier plan for facility implications.

New School District 1

High: Brighton, Jamaica Plain

Middle: Edison, Taft, M Curley

Elementary: Baldwin, Farragut, Gardner, Garfield, Hamilton, Tobin, Winship, Agassiz, J Kennedy, J Curley, Hennigan, Jackson

	Enrollment	Capacity
High	1308	2361
Middle	1614	2028
Elementary	3579	8149
TOTAL	6501	10177

New School District 2

High: East Boston, Charlestown, 1/3 Madison Park

Middle: Barnes, Edwards, Michelangelo, Timilty, Mackey

Elementary: Adams, Alighieri, Bradley, P Kennedy, O'Donnell, Otis, Blackstone, Eliot, Hurley, Kent, W Prescott, Guild, McKay

	Enrollment	Capacity
High	1716	3124
Middle	1916	2923
Elementary	4094	5381
TOTAL	7726	11428

New School District 3

High: South Boston

Middle: Dearborn, Gavin, McCormack, Lewis

Elementary: Quincy, Everett, Condon, Dever, Emerson, Mason, Perkins, Perry, Tynan, Winthrop

	Enrollment	Capacity
High	1310	1064
Middle	1711	2890
Elementary	3445	3841
TOTAL	6466	7795

New School District 4

High: Burke, Dorchester

Middle: Cleveland, Holmes, Wilson

Elementary: Russell, Clap, Dickerman, Fifield, Holland, Kenny, Marshall, Mather, Murphy, O'Hearn, Stone

	Enrollment	Capacity
High	1646	1894
Middle	2059	2530
Elementary	4722	5640
TOTAL	8427	10064

New School District 5

High: Hyde Park

Middle: Rogers, Thompson

Elementary: Lee, Mattahunt, Philbrick, Haley, Channing, Chittick, Conley, E Greenwood, Grew, Hemenway, F Roosevelt, PA Shaw, Taylor

	Enrollment	Capacity
High	1393	1090
Middle	1461	1166
Elementary	3381	5201
TOTAL	6235	7457

New School District 6

High: West Roxbury

Middle: Irving, Lewenberg, RG Shaw, T Roosevelt

Elementary: Endicott, S Greenwood, Ellis, Fuller, Higginson, Longfellow, Mendell, Parkman, Ohrenberger, Bates, Beethoven, Kilmer, Lyndon, Mozart, Sumner

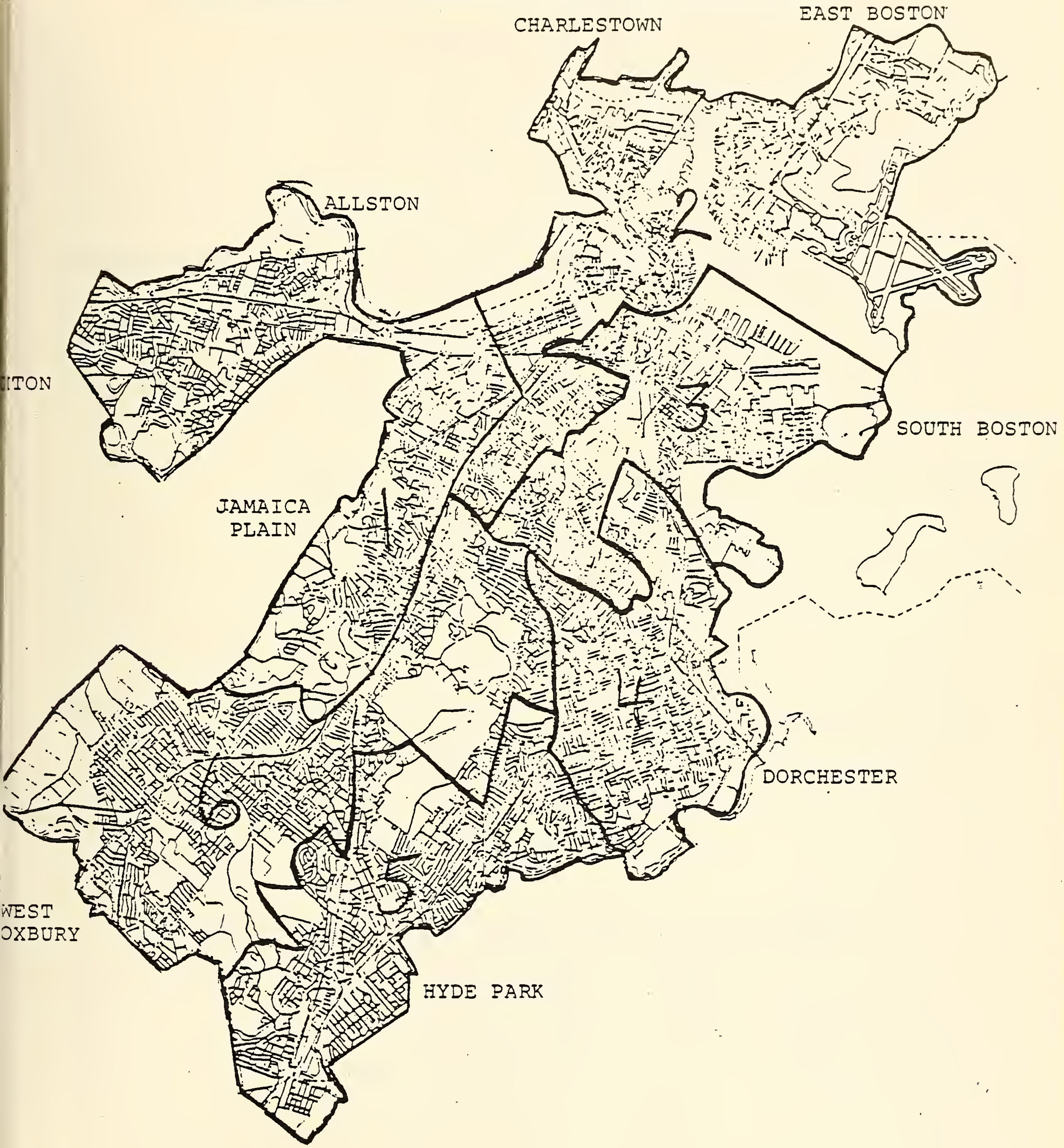
	Enrollment	Capacity
High	2069	1390
Middle	2068	2061
Elementary	4901	4785
TOTAL	9038	8236

Commentary

This districting plan has very obvious administrative merits. However, the plan would make it very difficult to assign high school students in accordance with both school capacities and desegregative obligations. Expressed somewhat differently, the plan is made difficult by the fact that there are many high school seats across the northern part of the city (Brighton, 1/3 Madison, Charlestown, East Boston; plus the geographic attraction of English, 2/3 Madison, Boston, Copley) but students reside across the southern part of the city in disproportionately higher numbers.

REDUCTION OF DISTRICTS

Six Geographic Districts Plus Citywide District



D - Merger of Electoral Districts into Six School Districts

Note: See attached map for geographic reference points.

Citywide District

Black	White	Other	Total
5657	3951	2456	12064
47%	33%	20%	

Electoral Districts 1 & 2 (E Boston, Charlstwn, N End, S End, S Boston)

Black	White	Other	Total
605	5038	2362	8005
8%	63%	29%	

Electoral District 3 (Dorchester)

Black	White	Other	Total
2182	1575	1148	4905
45%	32%	23%	

Electoral Districts 4 & 5 (Mattapan, Dorchester, Hyde Park, Roslindale)

Black	White	Other	Total
10669	2699	1274	14642
73%	18%	9%	

Electoral District 6 (West Roxbury, Jamaica Plain)

Black	White	Other	Total
747	1159	1284	3190
24%	36%	40%	

Electoral District 7 (Roxbury)

Black	White	Other	Total
6481	222	2678	9381
69%	2%	29%	

Electoral Districts 8 & 9 (Bri, Allston, Mission Hill, Fenway, B Bay)

Black	White	Other	Total
850	990	2099	3939
22%	25%	53%	

TOTAL SYSTEM SUMMARY (K to 12 only)

Black	White	Other	Total
27191	15634	13301	56126
48%	28%	24%	

Relationship of Enrollment to Capacity

Proposed District	Enrollment	Capacity
Citywide	11868	13186
Electoral 1 & 2	8005	16354
Electoral 3	4905	7405
Electoral 4 & 5	14642	14678
Electoral 6	3190	7696
Electoral 7	8691	3786
Electoral 8 & 9	3939	6037
TOTAL	55240	69142

Facilities

Citywide District

The Citywide District is the same for each plan. See an earlier plan for facility implications.

Electoral Districts 1 & 2

High:	East Boston, Charlestown, South Boston
Middle:	Barnes, Cheverus, Edwards, Michelangelo, Gavin, Mackey
Elementary:	Adams, Alighieri, Bradley, Guild, P Kennedy, McKay, O'Donnell, Otis, Kent, Warren-Prescott, Eliot, Clap, Condon, Perkins, Perry, Russell, Tynan, Blackstone, Hurley, Quincy

	Enrollment	Capacity
High	1731	3434
Middle	1971	3130
Elementary	4303	8756
TOTAL	8005	15320

Electoral District 3

High:	*
Middle:	McCormack, Cleveland, Wilson
Elementary:	Dever, Everett, Kenny, Marshall, Mather, Murphy, O'Hearn, Taylor

	Enrollment	Capacity
High	998	0
Middle	1116	2852
Elementary	2791	4553
TOTAL	4905	7405

*Dorchester High could be "assigned" to Electoral District 3.

Electoral Districts 4 & 5

High: Burke, Dorchester, Hyde Park

Middle: Holmes, Lewenberg, Thompson, Irving, Rogers

Elementary: Mattahunt, Dickerman, Endicott, Fifield, S Greenwood, Holland, Lee, PA Shaw, Stone, Channing, E Greenwood, Grew, Hemenway, F Roosevelt, Bates, Conley, Haley, Longfellow, Mozart, Philbrick, Chittick, Parkman

	Enrollment	Capacity
High	3353	2984*
Middle	3338	2871
Elementary	7951	8823
TOTAL	14642	14678

*Would be lower by 1090 if Dorchester High were assigned to Electoral District 3.

Electoral District 6

High: Jamaica Plain, West Roxbury

Middle: M Curley, RG Shaw

Elementary: Agassiz, J Curley, Fuller, Hennigan, J Kennedy, Manning, Beethoven, Kilmer, Lyndon, Ohrenberger

	Enrollment	Capacity
High	779	2556
Middle	654	1161
Elementary	1777	3979
TOTAL	3210	7696

Electoral District 7

High: Madison Park (1/3)

Middle: Dearborn, Lewis, T Roosevelt, Timilty

Elementary: Ellis, Higginson, Mendell, Emerson, Mason, Winthrop

	Enrollment	Capacity
High	1996	754
Middle	2279	1333
Elementary	5106	1699
TOTAL	9381	3786

Electoral Districts 8 & 9

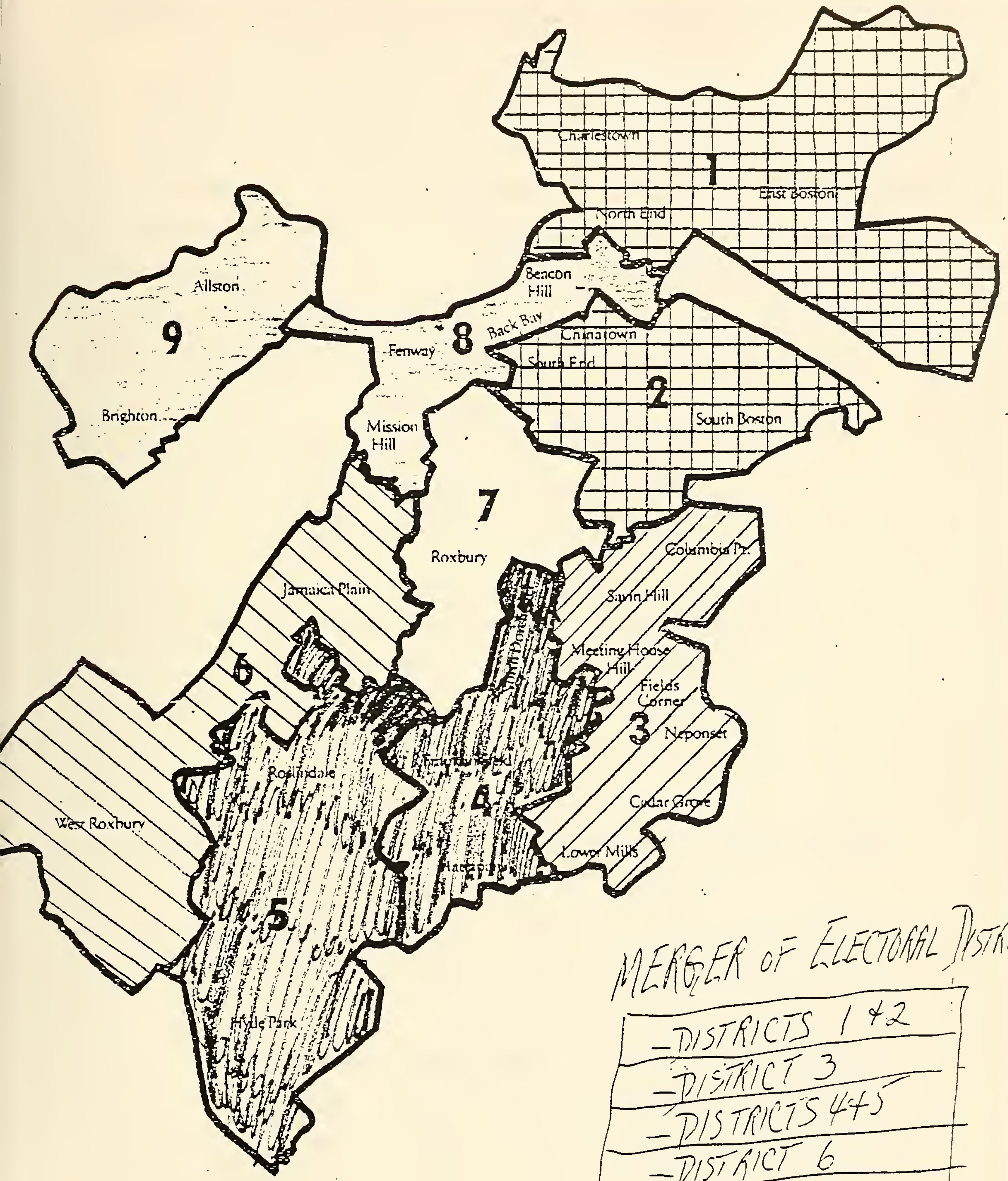
High:	Brighton
Middle:	Edison, Taft
Elementary:	Baldwin, Gardner, Garfield, Hamilton, Jackson, Winship, Farragut, Tobin

	Enrollment	Capacity
High	813	1195
Middle	993	1299
Elementary	2133	3543
TOTAL	3939	6037

Commentary

This plan represents dramatic change. There is a wide enrollment disparity and great unevenness of school capacities, especially at the high school level, from district to district. Moreover, Electoral District 7 - in the geographic center of the City of Boston - is left intact with a large enrollment of Black and Other Minority students and with a very small school capacity. The plan assumes the application of a partial form of the "Freedom of Choice" Plan advocated by one of the Legal Counsel for the Plaintiffs. The plan also retains the citywide district in the reduced form described earlier.

MERGING OF ELECTORAL DISTRICTS



MERGER OF ELECTORAL DISTRIC

- DISTRICTS 1 & 2
- DISTRICT 3
- DISTRICTS 4 & 5
- DISTRICT 6
- DISTRICT 7
- DISTRICTS 8 & 9

TO SIX DISTRICTS PLUS MAGNET DIST

E - Reduction of School Districts and Utilization of Electoral District 7

This plan is similar in concept to a prior plan. (Reference C-1 above.) However, it essentially merges the current eight geographic School Districts into four districts and then carves Electoral District 7 out of the center of the four merged districts. (See attached map for geographic reference points.) The commentary on the Electoral District Plan (Part D) applies herein. This plan also retains the citywide district in the reduced form described earlier.

Citywide District

Black	White	Other	Total
5555	3890	2423	11868
47%	33%	20%	

Current School Districts 7 & 8 less Roxbury

Black	White	Other	Total
686	3260	2279	6225
11%	52%	37%	

Current School Districts 1 & 2 less Roxbury and the Fenway

Black	White	Other	Total
1603	1431	3517	6551
24%	22%	54%	

Current School Districts 5 & 6 less Roxbury

Black	White	Other	Total
6158	3353	1696	11207
55%	30%	15%	

Current School Districts 3 & 4

Black	White	Other	Total
6595	3216	849	10660
62%	30%	8%	

Electoral District 7 (Roxbury)*

Black	White	Other	Total
6207	198	2286	8691
72%	2%	26%	

TOTAL SYSTEM SUMMARY (K to 12 only)

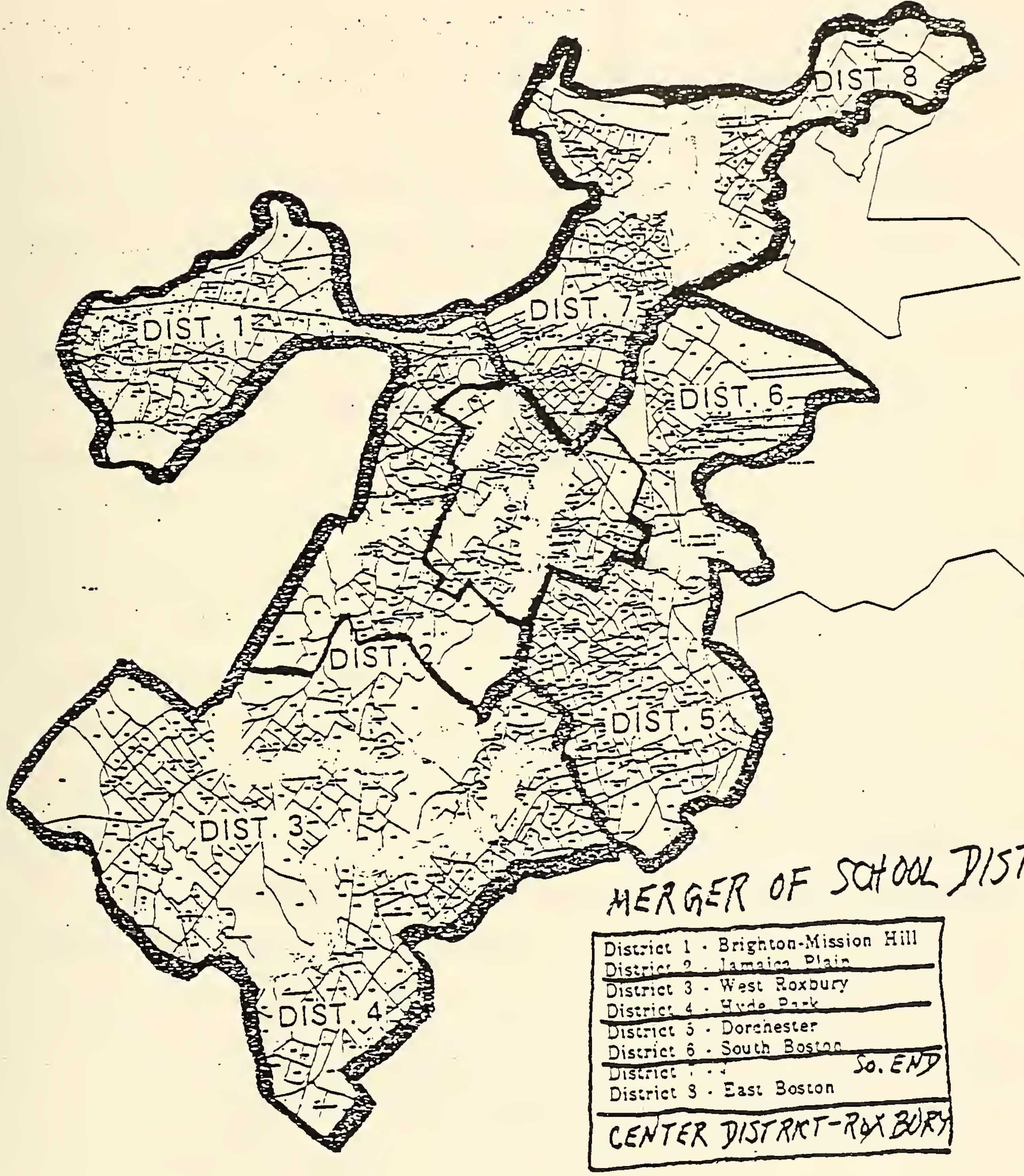
Black	White	Other	Total
26804	15348	13050	55202
48%	28%	24%	

*This version, therefore, extracts Electoral District 7 out of present school districts 1, 2, 5, 6, 7, and then takes the remainder of the city and combines the present eight geographic districts into four school districts.

Relationship of Enrollment to Capacity

Proposed District	Enrollment	Capacity
Citywide	11868	13110
CD 1 & 2	6551	10652
CD 3 & 4	10660	13270
CD 5 & 6	11207	16321
CD 7 & 8	6225	11927
Electoral 7	8691	3786
TOTAL	55202	69066

REDUCTION OF EIGHT SCHOOL DISTRICTS



MERGER OF SCHOOL DISTRICTS

District 1 - Brighton-Mission Hill
District 2 - Jamaica Plain
District 3 - West Roxbury
District 4 - Hyde Park
District 5 - Dorchester
District 6 - South Boston
District [illegible] So. END
District 8 - East Boston

CENTER DISTRICT-ROXBURY

INTO

FIVE DISTRICTS
(PLUS MAGNET DISTRICT)

F - Families of Schools

This plan was offered in conceptual form. It was not fully developed. It could be envisioned as the creation of fifteen to twenty mini-districts. The obvious benefits of such an arrangement would be the community spirit and involvement that would be possible. The limitations of the plan might be its desegregative potential and, in an era of limited fiscal resources, problems with equitable distribution of or access to educational programs.

G - Freedom of Choice

This plan, as described, would seem to appeal to many parents and others who perceive it as giving parents and students the opportunity to "shop" for schools and programs within the Boston Public Schools in a manner not unlike that advocated by those who espouse the Voucher Plan. However, planners had two major concerns: first, the application of such an unstructured plan across the totality of this fairly large school system would seem to be an invitation to organizational chaos; second, the planners felt that this concept needed testing in the courts of the state and federal government. To embark on such a dramatically new venture without legal guidelines would seem to be irresponsible on the part of those entrusted both with the education of youth and with responsibility for citizens' tax dollars. Nonetheless, the planners offered a pilot form of Freedom of Choice in two of the districting plans (see Parts D and E) for discussion purposes at least.

ENROLLMENTS OF THE BOSTON PUBLIC SCHOOLS - RACIAL CHANGE

For some years the planners of the school system regularly have projected enrollments by grade, by school and by specialized program. Only recently their five-year forecasts were refined to include racial/ethnic trends. In summary they contrasted the enrollment of 1975-76, the first year of full desegregation, with the predictable enrollment of 1988-89.

	Grades K to 14, Citywide				Gr K to 14, Districts I to VII			
	Black	White	Other	Total	Black	White	Other	Total
4/76	32059	37031	9694	78784	25912	23869	7417	57198
	41%	47%	12%		45%	42%	13%	
2/84	27194	15677	13303	56174	19159	8316	9416	36891
	48%	28%	24%		52%	23%	25%	
PROJ	25434	11260	15390	52093	17919	5973	10900	34792
4/89	49%	22%	29%		52%	17%	31%	

The change in the racial/ethnic composition of the elementary schools from 1976 to 1989 is likely to be comparable to that of the entire system even though the elementary schools may experience a modest increase in enrollment within the next several years.

	Grades 1 to 5, Citywide				Gr 1 to 5, Districts I to VII			
	Black	White	Other	Total	Black	White	Other	Total
5/76	12946	12186	4197	29329	11615	9176	3630	24421
	44%	42%	14%		48%	38%	15%	
2/84	10138	4892	5657	20687	8422	3264	4461	16147
	49%	24%	27%		52%	20%	28%	
PROJ	10570	4265	6462	21297	8781	2746	5096	16623
4/89	50%	20%	30%		53%	16%	31%	

The above data are furnished as indication of the challenges confronting the school system in maintaining or attaining realistic

desegregation at the elementary schools in the years ahead. The data which follow provide additional proof of predictable racial/ethnic enrollments of the 80's and 90's.

BIRTHS IN BOSTON - RACIAL CHANGE

Not only has the birthrate in Boston followed the national pattern of dramatic decline until 1977 and a moderate increase since that time, but the racial composition of Boston residents giving birth has changed significantly. It is, therefore, understandable when the United States Census of 1980 - whatever its defects - notes that 48% of the residents of Boston in 1980 who were under 18 years of age were Black or Other Minority in contrast to a total population which was 30% Black or Other Minority. The trends are obvious in this chart:

Births to Boston Residents

Year	Black	White	Hispanic	Other	Unknown	Total
1969	2561	7782	10	175	529	11057
1977	2449	4059	172	165	151	6996
1978	2627	3879	269	233	94	7102
1979	2772	3757	497	221	164	7411
1980	2822	3725	720	287	117	7671
1981	2772	3746	783	343	369	8013
1982	2853	3774	672	417	636	8352

ANOTHER VIEW OF SCHOOL-AGE RESIDENTS

We do not have a long history of accurate data by race on Boston residents who attend private schools or public schools other than those of the Boston Public Schools. However, the 1982-83 data are fairly accurate, and bear out the contention that the racial composition of school-age children is changing significantly. If one

were to combine the BPS and non-BPS enrollments furnished in this appendix there would be further indices of the change in the racial composition of school-age residents in Boston.

Non-BPS Students, Grades K to 14

Year	Black	White	Oriental	Hispanic	Ind Am	Total
80-81	2739	26112	66	437	1	29355
81-82	3957	24312	144	594	5	29012
82-83	5666	23902	182	780	16	30546

Non-BPS Students, Grades 1 to 5

Year	Black	White	Oriental	Hispanic	Ind Am	Total
80-81	1224	9232	25	210	0	10691
81-82	1556	8695	70	242	2	10565
82-83	2421	7962	90	336	7	10816

It is worth noting the types of schools attended by the White non-BPS students in 1982-83:

State Special Education Schools =	74
Other Public Schools =	15
Non-Sectarian, Outside Boston =	437
Non-Sectarian, Inside Boston =	361
Sectarian, Outside Boston =	619
Sectarian, Inside Boston =	6456
	7962

The possibility of determining whether any or many of the above students would register in the Boston Public Schools if a different assignment plan were to be instituted at the elementary level is beyond one's ken. Obviously, the primary source of White students would be the private - chiefly parochial - schools inside Boston. It is estimated, however, that 3100 students attend parochial schools located in the outer areas of the city. These schools seem to be holding their enrollments and would appear to be a part of the

historical tradition of church-life centered around the parish school. Another 2500 students attend parochial schools which are located near or within areas subject to residential change. However, the history of neighborhood change in the city over the last 20 years suggests that White families in changing neighborhoods move out of the city or relocate in the city areas which have available parochial schools. Less than one thousand White children attend parochial elementary schools which would appear to be dependent on tuitions or external aid other than limited parish resources. Such schools have been maintained in recent years despite neighborhood change and the inflationary economic spiral. Such schools also tend to serve some Hispanic and Black children, and if any of these schools were to close the net racial impact on the Boston Public Schools might be negligible.

DEGREES OF COMPLIANCE WITH DESEGREGATION

The following data are offered to indicate the difficulties inherent in adhering to the technicalities of the Federal Court - at least at the elementary school level. Admittedly, the Court and its advisors often have been reasonable in assessing non-compliance. However, school officials also have felt that there never has been a firm yardstick for assessing compliance. Lists of schools identified by the Court or its advisors to be in desegregation trouble in 1977 to 1980 changed somewhat each year even though the data might not have reflected the change. Further, there is no documentation which allows "compliance" to be claimed by factoring out bilingual education or substantially separate special needs students. In any event, even such "factoring" does not particularly ease the compliance-problem unless that device is employed only with the schools who "fail" the conventional assessment. In other words, if the Court were to change

the method of measuring compliance from one of analyzing total school enrollments to one of analyzing regular education enrollments only, the names of schools out of compliance might change but the numbers of of schools would vary little. Certainly, nothing portrays the difficulties of "compliance" better than the introductory narrative on student assignments in the Massachusetts Board of Education's Second Monitoring Report, Volume II, dated February 1, 1984. Also, the inability to attain "compliance" has been experienced in spite of school officials' faithful implementation of the Student Assignment Plan. This chart, therefore, is provided to document the claim that there is a problem in 1984 with attaining desegregative compliance with the Student Assignment Orders of 1975.

The chart identifies the numbers of elementary schools (grades 1 to 5 only) in the seven geographic districts other than District VIII which attained full or partial desegregative compliance in January, 1984. Compliance for each of the three major racial/ethnic groupings was determined if a group's racial/ethnic percentage was within the "high-low" range for that group, grade level and district.

	DISTRICTS							
Degree of Compliance	I	II	III	IV	V	VI	VII	TOTAL
All Three in Compliance	2		1	1	1	2	3	10
Black and White		2	7	2	7	1		19
Black and O Minority	1	3	1	3			2	10
White and O Minority	2							2
Black Only	1	2		3	3	4		13
White Only		1				3		4
Other Minority Only								0
None	1	1						2
TOTAL	7	9	9	9	11	10	5	60

APPENDIX B

IMPLEMENTATION PROCESS AND SCHEDULES

(SAMPLES)

BOSTON PUBLIC SCHOOLS

LONG RANGE PLAN

IMPLEMENTATION PROCESS AND SCHEDULES

For each Plan of Action in the Boston Public Schools Long Range Plan an implementation schedule has been developed which establishes the specific tasks and activities to be undertaken and fixes responsibility for completion of these tasks.

A complete summary of these implementation schedules will be distributed within the next few weeks for information and for review by the School Committee. Many of the tasks and activities have been ongoing; some have been completed while this Long Range Plan has been in preparation.

Sample implementation schedules are submitted with this report and include:

I B	Professional Development
I D	Middle Schools
I M	Special Education
II C	Performance Evaluation
III C	Application of Technology

PROFESSIONAL DEVELOPMENT

ITEM NO. 1B

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
1. Improving the Teaching/ Learning Process	. Curriculum support project - awards grants of up to $500 to groups of teachers to support the design and implementation of their own professional development programs.	Teams of Teachers	In Place/ General Awa
	. Teacher Networking Project (IMPACT II) To encourage the development of new programs that implement the curriculum objectives (award of $800 to $1,000)	Teachers all levels	March 1984
	. To encourage teachers to share effective programs and materials (awards of up to $500)	Teachers all levels	March 1984
	. To encourage teachers to adopt effective programs (awards of up to $300)	Teachers all levels	March 1984
2. Improving the Teaching of Reading and Comprehension	. Training cadre of teachers to lead school based workshops on strategies for improving reading comprehension	Selected group of teachers	June 1984
	. Training school based teachers to organize reading comprehension workshops in their schools	Teachers/one from each elementary and middle school	May 1985
3. Improving the Teaching of the Humanities in High Schools	. Three year staff and curriculum development project that will involve teachers from five to six high schools and faculty members from Boston University and the University of Massachusetts. During the third year of the project schools will lead dissemination activities to other high schools	High school teachers ext. 40 to 60	September 1 through July 1987
4. Support for teachers assigned to new grade levels and/or subject area	. To provide series of after school workshops on classroom management, grouping, and instructional resources. Sessions to be led by experienced teachers and subject area coordinators	Teachers	Spring 1984

RESPONSIBILITY:

- Deputy Superintendent-
  Curriculum and Instruction

PROFESSIONAL DEVELOPMENT

ITEM NO. 1B

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
. Instructional Guides	. Publication of Newsletter with special inserts that address specific instructional issues	Teachers/Principals/ Instructional Paraprofessionals	January 1984 (initiated in December 1982)
. Peer Support Project - Effective Instruction (Pilot Project)	. Providing substitutes to encourage teachers to visit and observe teachers who have developed effective instructional methods	Teachers	April 1984
. Increasing the skills of principals and headmasters as instructional leaders	. Supporting the participation of Boston principals in the Principals' Center at Harvard	Principals and Headmasters	Year two of program
. Computer training for Management purposes	. Hands on training with Personal Computers on management programs - Personnel, student records, budgets, parent communications, etc.	Principals and Headmasters	On going since January 1983
. Improve general skills as managers	. Provide opportunities for BPS administrators and principals to participate in corporate management programs - e.g. personnel, facilities, time management	Principals, Headmasters and Administrators	June 1984
. Develop and/or expand professional growth opportunities for BPS personnel	. Develop clearinghouse of instructional and professional development resources that are sponsored by the area universities, cultural institutions and businesses	Teachers and Principals	June 1984
. Training for BPS Trainers	. Develop comprehensive training programs for BPS personnel who have training responsibilities to coordinate planning and schedules to improve the quality and organizations of BPS in-service programs to improve program evaluation process to insure that all groups are served to reduce duplication and overlap in programs and populations	Central and District office personnel	Monthly sessions initiated in July 1983
. BPS Video Library of Training	. To provide interactive technology to provide information on BPS administrative and instructional procedures Finance and Administration; personnel and budget procedures and forms Curriculum and Instruction: orientation to curriculum objectives and other major programs School operations: personnel and program	All BPS Personnel	Pilot Programs February 1984 Complete Phase I by October 1984 Phase II by July 1985

ESPONSIBILITY:

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
omplete curriculum objectives or each subject area at each rade level with a clear statement governing time allocations.	. Reading/Language Arts, Math, Science and Health objectives are in place. Write objectives in:		
	Social Studies Art Music Physical Education Foreign Language	Program Director, Studies Program Director, Art Program Director, Music Program Director, Phys.Ed. Program Director, Foreign Language	Ongoing
	. Circulate draft documents to principals, teachers, central and district staff and to external consultants	Curriculum & Instruction Staff	Winter-1984 Winter-1984
	. Revise drafts and submit to Superintendent	Curriculum & Instruction Staff	Winter-1983 Winter-1984
	. Submit to School Committee for approval	Superintendent	Spring-1984
	. Begin implementation of objectives	Principals & Teachers	Fall - 1984
	. Provide support for implementation	Curriculum & instruction & Institute for Prof. Development Staff	1984 - Indefinite
	. Evaluate programs: strengths & weaknesses	Curriculum & Instruction Staff	Ongoing
	. cf Curriculum & Instruction - Section IA		
PONSIBILITY: puty Superintendent/Curriculum nstruction			

MIDDLE SCHOOLS

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
Emphasize staff training programs in middle schools stressing unique needs of learners, student motivation, interdisciplinary teams and skill and subject mastery	. Visit middle schools, meet with principals, teachers, district coordinators, and central office staff to determine professional development needs.	St. Advisor, Middle Schools Manager, Institute for Professional Development District Middle School Coordinators	Ongoing
	. Establish programs to meet these needs Ex.: Annual Middle School Conference	Senior Advisor, Middle Schools Middle School Coor.	Ongoing Annual Spring
	Publish and disseminate Middle Schools' Newsletter		Fall, Winter, Spring, 83-84
	Revise, publish and disseminate Handbook for the Teaching of Writing		Fall, Spring 1983-84
	Provide on-site teacher training via on-site individual and small group conferences, demonstration lessons, etc.		
	Secure services of external and internal consultants to provide staff development in area of need, U.S.S.R/Read Aloud Programs		Ongoing

SPONSIBILITY:

eputy Superintendent/
Curriculum and Instruction

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
Implement in all middle schools a comprehensive reading program	. Evaluate the model of the 1983-84 Sixth Grade Reading Program as basis of the Middle School Reading Program	Superintendent, Deputy Superintendents Curriculum and Instruction Finance Administratio	Fall/Winter '1983-84
	. Review impact of a policy which requires principals to staff all middle schools with a sufficient number of certified reading teachers to ensure that all sixth and seventy grade students receive 45 minutes/day or 225 minutes/week of reading instruction from a certified reading teacher and reduce class size for students reading 2 or more years below grade level to 15:1.*	Superintendent, Deputy Superintendents, Curriculum and Instruction Finance Admintraction	Fall/Winter 1983-1984
	. Set staffing guidelines to provide resources for this policy	Deputy Superintendent Finance Administratio	Winter, 1984
	. Assign appropriate staff	Deputy Superintendents, Finance Administratio Curriculum and Instruction Middle School Principals	Winter, Spring 1984
	. Implement fully staffed reading program	Middle School Principals and teachers	September 1984
	. Evaluate Program	Curriculum and Instruction Staff	1984-1985
	. Phase this program into Grade 8, same implementation plan for 85-86		

SPONSIBILITY:

Deputy Superintendent, Curriculum & Instruction

IDDLE SCHOOLS

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
. Re-establish in each middle school Foreign Language, Art and Music Programs	. Require foreign language, art and music programs in all middle schools as part of time allocations policy #1 A	Superintendent, School Committee, Deputy Superintendent, Currculum and Instruction	November 1983
	. Provide the necessary resources to implement the program - staff, materials, objectives, etc	Deputy asuperintendents, Curriculum and Instruction Finance Administratio	December 1983 Summer 1983
	. Implement these programs in all schools	Middle School Principals and teachers	Fall 1984
. Require all students to participate in a Career Exploration Program which includes courses in Industrial Arts, Home Economics and Computer Educatio	. Develop middle school curriculum standards which assure a career exploration program be available in each school	Superintendent School Committee Deputy Superintendent Curriculum and Instruction	November 1983
	. Establish a career development model and organizational structure to implement the career exploration in each school (cf Section I-G)	Director, Education and Employment D.I.S. Boston Compact BPS teachers, Administrators	Sept. 1983 - ongoing
	. Design a Career Development Curriculum and Staff Training Program	Director, Education and Employment D.I.S. Boston Compact BPS teachers, Administrators	Sept. 1983 - ongoing

ESPONSIBILITY:

Deputy Superintendent, Curriculum & Instruction
Deputy Superintendent, Finance Administration

LE SCHOOLS ITEM NO: 1-D.

IRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
rovide additional extra-urricular and athletic programs nd activities	. Review current status of extra-curricular and athletic programs in middle schools	Senior Advisor, Middle Schools Athletic Director	Spring, 1984
	. Establish planning group to make recommendations for improvement and expansion of extra-curricular and athletic programs	Senior Advisor, Middle Schools Athletic Director	Fall, 1984
	. Provide resources to plan, develop and implement recommendations	Deputy Superintendents Curriculum & Instruction Finance Administration Senior Advisor, Middle Schools Athletic Director	Winter 1984 Spring 1985
	. Implement Programs	Middle School Principals and Teachers	September 1985
	. Evaluate process and program	Senior Advisor Middle Schools Athletic Director	Ongoing
rovide additional alternative rograms and options for middle chool students	. Refine and expand current alternative educational options, e.g., New Horizons, Re-Cap, etc. to include programs in every district	Deputy Superintendents, Finance Administration, Curriculum & Instruction School Operations	Ongoing
	. Prepare recommendations for restructuring Boston Public Schools to include consideration of additional options for middle school students including K-8 schools, programs to enhance academic and creative talent and alternative programs	Superintendent Senior Officers	February 1, 198

ONSIBILITY:

uty Superintendent, Curriculum & Instruction
uty Superintendent, Finance Administration
uty Superintendent, School Operations

IDDLE SCHOOLS

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
. Provide a comprehensive guidance and counseling program in every middle school	. Review and update job description of Middle School Guidance Advisor	Middle School Adm. Needs Committee	Fall, 1983
	. Recommend changes in middle school guidance and counseling	Senior Officer, Pupil Services	Winter-Spring 1983-1984
	. Implement changes	Middle School Principals and Guidance Advisors	Fall 1984
	. Investigate alternative guidance and home based guidance and make recommendations for improved services to students	Senior Officer, Pupil Services	Spring 1984
	. Implement recommendations	Middle School Principals Guidance Advisors Teachers	Fall 1984

ESPONSIBILITY:

Deputy Superintendent, Curriculum & Instruction
Deputy Superintendent, Finance Administration
Senior Officer, Pupil Services

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
Upgrade and maintain the physical facilities of all middle schools to fully accommodate educational program requirements	. Determine maintenance and upgrading needs of each middle school	Deputy Superintendents, Curriculum & Instruction Finance Administration School Operations Middle School Principals	Spring 1984
	. Establish facilities repair and renovation plan including target dates for implementation	Deputy Superintendents, Curriculum & Instruction Finance Administration School Operations Middle School Principals	Spring 1984
	. Begin implementation of plan	Deputy Superintendent, School Operations	Summer 1984
	. Complete implementation	Deputy Superintendent, School Operations	Summer 1988

SPONSIBILITY:

eputy Superintendent, Curriculum & Instruction
eputy Superintendent, Finance Administration
eputy Superintendent, School Operations

IDDLE SCHOOLS

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
. Design new administrative structure for middle schools	. Determine administrative needs and make recommendations for improved structures	Deputy Superintendent, Curriculum & Instruction Senior Advisor, Middle Schools	Spring 1983
	. Circulate draft of recommended changes to central, district and school personnel	Deputy Superintendent, Curriculum & Instruction Senior Advisor Middle Schools	Fall 1983
	. Revise and adjust proposed changes and submit recommendations to Superintendent and School Committee	Deputy Superintendent, Curriculum & Instruction	Winter 1983-84
	. Provide resources to implement proposal changes	Deputy Superintendent, Curriculum & Instruction Finance Administration	Winter 1983-84
	. Implement new administrative structure	Middle School Principals	Sept. 1984

SPONSIBILITY:

puty Superintendent, Curriculum & Insruction
puty Superintendent, Finance Administration

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
ppropriate, quality education for ll students receiving special edu- ation must be guaranteed. The oston Public Schools must ensure hat all students are placed appro- iately and receive services that eet their linguistic needs. Prin- pals must see to it that the dividualized Educational Plan's jectives are being met for each udent. The Boston Public Schools st establish its core curriculum d ensure that all special education achers who instruct those students o have been removed from the reg- ar education mainstream work toward e same objective.			
ents and young handicapped chil- en will benefit from an educational stem that identifies and serves m with a quality continuum of grams from early childhood to age nty-two.			
. Achieve and maintain compliance with all federal and state regulations and all outstanding orders of the court.	- Implement internal monitoring plan (CIPRP) in 50% of the schools	Dept. of Student Support Services	Sept. 1983
	- Refine and implement CIPRP in all remaining schools	Independent Monitors	Sept. 1984
	- Evaluate role of compliance monitoring within the organizational structure	Local schools	Spring 1984
	- Develop disengagement criteria		Ongoing
. Provide cluster/center programs for students with similar substantial developmental, behavorial or learning problems	Design and establish from 2-4 additional cluster programs at every level until there is complete continuum of programs for each disability area at each level (early childhood, primary, elementary, middle and high school). Follow past practice of participatory planning to meet students' and organizational needs.	Dept. of Student Support Services Affected staff and principals of selected schools	Jan. 1984 ongoing Yearly planning
PONSIBILITY: enior Officer - Support Services			

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
. Provide a comprehensive range of specialty programs that recognize the individual interests and creative talents of students with special needs (e.g., vocational, scientific, artistic, technological, physical capabilities)	. Plan and develop proposals that will introduce an Artist-in-Residence Program to elementary L/AB Cluster programs	Dept. of Student Support Services	Nov. 1983
	. Expand concept of visual arts, music, dance options to additional sites	Mass. Committee Arts for the Handicapped	Nov. 1984
	. Expand micrographics and other specialized training options	Affected staff and principals of selecte schools	Dec. 1983
	. Establish training programs for teachers that will help them identify and train highly talented handicapped students for specialty careers	Art Department Gateways	Jan. 1984
	. Cooperatively develop with BPS Art Department a teacher training program designed to promote participation of art teachers in programs for the handicapped	Dept. of Student Support Services Art Department Mass. Committee Arts for Handicapped	Dec. 1983
	. Implement and evaluate academic and technical curriculum for students with severe emotional and behavioral problems at the high school level to supplement pre-vocational and vocational program offerings presently offered	Dept. of Student Support Services	Sept. 1983 June 1984
	. Evaluate and refine program offerings		Sept. 1984 and ongoing

PONSIBILITY:

ior Officer - Support Services

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
. Establish sufficient programs to serve students with severe behavioral problems, with collaboration from private schools and human service organizations to provide a full range of service options	. Establish a pilot extended day program (8 a.m.-4 p.m.) with D.M.H. at 2 Boston Public School L/AB clusters. Include recreational and therapeutic services	.Dept. of Student Support Services .Dept. of Mental healt .Affected staff and principals of selecte school sites	Jan. 1984 and ongoing
	. Establish a 4i "private" school at the elementary level. Investigate possibility of tie in to private school residential services for children in need of twenty-four hour care		Sept. 1984
	. Additional centers for clusters of several classes offering team teaching, clinical/therapeutic supports established within each level		Sept. 1984
	. Expansion of collaborative autistic program for elementary-age population	Dept. of Student Support E.R.I.	Sept. 1984
. Establish community skills training programs for students with severe developmental delays to increase their community independence level	. Develop proposal for community training program	Dept. of Student Support Services	Aug. 1983
	. Pilot community training program in multi-handicapped classes at the Ohrenberger and Murphy Schools	Staff from participatin schools	Dec. 1983
	. Extend program to additional levels		Fall 1984
	Establish collaborative after-school recreational/therapeutic program for developmentally delayed students	Dept. of Student Support Services Mass. Legislature Dept. of Social Services Staff of participatin schools Community agencies	Fall 1983

SPONSIBILITY:

Senior Officer - Support Services

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
stablish clinical/therapeutic upport services for developmentally delayed students with motional problems	. Needs Assessment to determine which students (a) are in emotional crisis, (b) are receiving therapy in the community, (c) would benefit from the therapeutic teaching, and (d) would benefit from direct counseling	Dept. of Student Support Services Dept. of Mental Health School staff	Sept. 1983
	. Contact every counselor servicing students in the community	Community agencies	Spring 1984
	. Work with community therapists and Boston Public School staff to develop therapeutic program model		
	. Pilot at high school level		Fall 1984
	. Evaluate and expand to other sites		Fall 1985
Improve services to non-verbal students	. Teachers service multihandicapped SAR/Language and Early Childhood receive sign language instruction	Dept. of Student Support Services	Sept. 1983
	. Explore the use of computers to facilitate language development and communication	Dept. of Student Support Services	Sept. 1983
	. Explore greater use of augmentive communication systems	Local universities and hospital language clinics	Sept. 1983
Expand vocational work-study programs serving students with developmental delays	Expansion of vocational work-study programs for the moderately to severely developmentally delayed through:	Dept. of Student Support Services	Sept. 1984 - Ongoing
	increasing school-based work sites		
	development of crew work programs	Community agencies	
	development of contracts with private industry	Local businesses	

SPONSIBILITY:

nior Officer - Support Services

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
Assure parental participation in special education through the Special Needs Parent Advisory Council (PAC)	. Parent Advisory Council (PAC) designs a parent training program to develop their skills as workshop presenters	Parent Information/ Assistance Project	
	. PAC conducts parent-to-parent workshops	Parents of Children with Special Needs	Oct. 1984 and ongoing
	. PAC develops parent resource directories		
	. PAC establishes lay advocate program to provide supports to other SPED parents		
	. Parents are recruited to serve on SPED planning committees		
Establish and operate a fully automated system to process and expedite Individual Education Plans	. Establish 36 SEIMS centers citywide	Dept. of Student Support Services	Spring, 1984
	. ETLS trained in SEIMS operation	I.S.D.	Summer, 1984
	. SEIMS fully operational	External consultants	Sept. 1984 and ongoing
	. Refine program and plan expansion and other applications	Independent monitor	Sept. 1985
Conduct a systemwide evaluation special education programs in 1983 and develop an appropriate action plan based on its findings	. Citywide Evaluation Report reviewed	Dept. of Student Support Services	Nov. 1983
	. Management plan prepared that will address findings		(Dec. 1983 thru (Feb. 1984
	. Management plan implemented		(Sept.1984 thru (June 1985
	. Quality Indicators self study of Low Incidence Programs conducted	Dept.of Student Support University Consultant	(Nov. 1983 thru (June 1985
	. Program improvement design implemented		(Sept.1984 thru
	. Brochures for Low Incidence Programs prepared	Low Incidence staff	(June 1985
Develop guidelines for special education referral - assessment practices	. Committees established to review-present SPED referral-assessment practices	Dept. of Student Support Services	Sept. 1983
	. Policy & procedural recommendations developed by committees	Special education staf	Spring 1984- Sept. 1984
	. Strong guidelines for assessment & placement of SPED students established		

PONSIBILITY:

enior Officer - Support Services

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
. With interagency collaboration plan toward the establishment of needed services, residential, after school, therapeutic, recreational, counseling, respite care and job placement for students with severe behavioral problems	cf. Collaboratives - Section IM	Dept. of Student Support Services Human Services Collaborative	Ongoing

ESPONSIBILITY:

Senior Officer - Support Services

PERFORMANCE EVALUATION

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
. Implement and refine the Performance Evaluation process and develop evaluation procedures for all professional staff	. Review philosophy and goals of performance evaluation process to insure consistency with School Committee goals and objectives	Deputy Superintendents, Manager IPD	Feb. 1984
	. Continue refinement of performance evaluation with end result of consistent and supportive implementation		Ongoing
	. Develop evaluation instruments for those groups of employees presently uncovered, (guidance counselors, psychologists, etc.)		Feb. 1984
2. Set specific achievement goals for Community Superintendents, Building and Central Administrators	. Intensive monitoring by Deputy Superintendents with increased responsibility for Community Superintendents and Principals	Community Supts., Principals	Ongoing
3. Provide staff development to assist administrators and teachers in more effective implementation of the evaluation process	. Increase training opportunities for administrators to areas of clinical supervision, management, personnel, legal issues	Institute for Professional Development	Nov. 1983 - Ongoing
4. Clarify performance evaluation criteria to relate to student achievement	. Develop program and sequence of courses to improve administrators' use of performance evaluation		Jan. 1984 - Ongoing
	. Initiate Task Force of parents and students to advise their roles in the evaluation process	Deputy Supt./School Operations; Student Advisor, Special Asst. to Supt.	Dec. 1983 - Ongoing
	. Use effective schools criteria in principals/ headmasters' evaluation	Supt., Deputy Supts.; IPD	By 1985 School Year
	. Student performance as a component of teachers' and administrators' evaluation	Superintendent; Deputy Supts.; IPD	By 1988 School Year

RESPONSIBILITY:

Deputy Superintendent-School Operations

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
and computer education and eracy for students and staff of Boston Public School System.		Superintendent	
. Implement the Three Year Plan to fund the installation of a computer laboratory consisting of 15 stations in each of Boston's 124 schools.	. Set up a task force to develop a plan for soliciting matching funds ($1.5 million) from business and industry.	Deputy Superintendent Finance and Administration	Feb. 1984
	. Present plan to business and industry	Computer Education Coordinator Systems Support Specialist-HORC	Oct. 1983
	. Complete purchase and installation of Computer Units	Deputy Superintendent Finance and Administration	Sept. 1983 Ongoing
. Develop and implement the computer education curriculum at all grade levels.	. Write and distribute draft of computer curriculum	Computer Education Coordinator	Jan. 1984
	. Submit final computer curriculum for School Committee approval	Deputy Superintendent Finance and Administration Deputy Superintendent Curriculum and Instruc	June 1984
	. Institutionalize computer curriculum	Director, Education and Employment	Sept. 1985
	. Have adequate equipment and trained personnel to implement computer curriculum	Institute for Professional Development	
	. Guide and support implementation of Computer Education Program	Computer Education Coordinator	Ongoing
	. Fifty-five thousand students have access to computers and are enrolled in a formalized computer education program.	All Boston Public Schools	Sept. 1987

ONSIBILITY:

uty Superintendent-Finance and Administration
uty Superintendent-Curriculum and Instruction
ector-Education and Employment

PPLICATION OF TECHNOLOGY

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
Use computer technology to support instruction.	. Pilot CAI/CMI projects for remediation of basic skills	Coordinators: Deputy Superintenden Curriculum and Instr Program Specialists, Curriculum and Instr Computer Education Coordinator	June 1984
	. Research and evaluate effect of CAI/CMI pilot projects on basic skills achievement		Sept. 1984
	. Outline plan for use of computer technology for support of basic skills instruction with the Special Needs, Bilingual, Chapter I, and Curriculum departments	Evaluators: Program Specialists, Curriculum and Instr Computer Education Coordinator	
		Planners: Program Specialists, Curriculum and Instr Dept. Special Services Dept. Bilingual Prog. Computer Education Coordinator	Dec. 1984
a. Expand computer technology to support management. (Informatio Services Department)	. Expand communications network to all schools and district offices	Planners: User - Committee of Information Services Department (ISD)	Jan. 1985
	. To expand applications in the area of student academic data base in order to support needs in curriculum as well as academic management		Sept. 1984
	. Provide technical support in establishment of research and evaluation capabilities in the BPS	ISD	Jan. 1984 and ongoing
	. Introduce office automation such as word processing, electronic mail, electronic filing systems within the BPS in order to increase productivity of staff at various levels	ISD Curriculum and Instruc	Dec. 1983

ESPONSIBILITY:

Deputy Superintendent-Finance and Administration
Deptuy Superintendent-Curriculum and Instruction
Director, Education and Employment

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
4.a. Use computer technology to support management. (Information Services Department - continued)	. To expand student data base in areas of demographic data such as medical health records	ISD Dept. Pupil Services	
	. Support the use of information through the application of computers in areas of school based management	ISD School Based Management (SBM)	Feb. 1983
	. Develop systems in areas of expenditure control, payroll and personnel which will be interfaced with the system at city hall	Business Manager Director, Budget Coordination	Dec. 1983 April 1984
.b. Use computer technology to support management. (School Based Management)	. Plan, design and implement a series of training workshops for a plan. Microcomputer liaisons, school secretaries in each of twelve school based management schools in the three basic areas of: wordprocessing, a data base file and an electronic spread sheet	Twelve liaisons identified at each school, trainers from computer training firms, staff of SBM and staff if ISD	Nov. 1983
	. Develop systems of applications for each of the three areas for all twelve schools. For example, explore an integration with a word-processing software and a data basefile to produce form letters to parents and students in the main office of each of the twelve schools	SBM technical assistant, ISD staff, staff from SBM schools	Ongoing
	. Explore the systems applications in budget which can be tested with the mainframe and used to alter the way ISD produces information for all schools in BPS	Selected schools in the microcomputer user group, SBM technical assistant, and budget office staff	Nov. 1983

ONSIBILITY:

uty Superintendent-Finance and Administration

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
b. Use Computer technology to Support management (School Based Management) (continued)	. Plan, design and implement a series of training workshops for the school secretaries in each of the SBM schools. Apply the issues from the workshops to the operation of an office in school buildings	SBM technical assistant, ISD staff, school secretaries in all twelve schools, and trainers in specific software packages.	Jan. 1984
	. Establish a microcomputer user group for the Project to explore software and hardware applications, to function as a clearinghouse for ideas about management applications, and to support development at a school level for systems.	SBM technical assistant, specialists in hardward and sofeware applications, microcomputer liaisons at each school, members of the Boston Compute Society, Project Director	Jan. 1985
	. Develop, with ISD, a plan for policy development about the use of microcomputers for management, working with the management subcommittee of the Superintendent's Computer Work Group.	ISD operations staff, school coordinator, SBM staff, Director of SBM	High Schools Dec. 1983 All schools June 1985
	. Explore use of the IBM/PC as a terminal with interactive capacity with the IBM 4341 to look up already existing data, and to enter school based data into the central files.	ISD staff, microcomputer liaisons at each school, SBM technical assistant	

ESPONSIBILITY:

Deputy Superintendent-Finance and Administration

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
Plan and implement a program for the use of Cable TV in the Boston Public Schools. Major efforts focus on curriculum support, staff development, data transmission, programming, production services, wiring of school buildings, purchase/distribution and maintenance of equipment and the development of policies, procedures and organizational structure to support the Cable effort.			
5. a. To maintain a long-range plan and develop and maintain an organizational structure which provides representation of all major constituencies in the decision making and planning of Cable activities.	. Establish a central clearinghouse of all cable related information and resources	Education/Employment Cable Steering Comm.	Jan. 1984
	. Establish a position of Cable Program Director to monitor and implement long-range plans	Superintendent Education/Employment	Sept. 1984
	. Maintain on-going relationships with Cable organizations (MET Foundation, Mayor's Office for Cable Communications)	Superintendent Education/Employment	Sept. 1983 Ongoing
	. Maintain the Cable Steering Committee as policy development group for cable operations	Superintendent	Sept. 1983 Ongoing
	. Establish planning committees to provide input from various BPS constituencies into the cable decision making process	Cable Steering Comm.	Jan. 1984 Ongoing
	. Develop a BPS Cable Newsletter	Education/Employment Cable Steering Comm.	May 1984 Ongoing
	. Facilitate informational meetings for BPS staff	IPD	March 1984 Ongoing
ESPONSIBILITY: Cable Steering Committee Education/Employment			

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
5. b. Develop and implement a model to provide information to BPS personnel regarding Cable TV in BPS and train personnel to develop, produce and/or use programming to support BPS goals.	Facilitate Cable informational meetings for BPS staff.	IPD	May 1984 Ongoing
	Train BPS personnel in utilizing the Public Institutional Network (PIN) for:		
	- Data Communications	IPD, P/E	Jan. 1986 Ongoing
	- Identification and development of programming	IPD	Jan. 1985 Ongoing
	- Use of video equipment	IPD - C/I Education/Employment	Sept. 1984 Ongoing
	- Utilizing cable/video curriculum to support instructional goals	IPD Education/Employment	Jan. 1985 Ongoing
	- Evaluating video curriculum supports and integrating video support options into curriculum	IPD - C/I	Jan. 1985

SPONSIBILITY:

C/I
IPD

WIRING - CABLE

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
. Oversee installation of universal basic service (UBS) for each school building and develop/implement a wiring network to support programming and data communications for PIN.	. Assess the status of cable wiring within Boston Public Schools facilities	School Operations	Sept. 1984
	. Oversee wiring of schools for UBS installation	P/E	Jan. 1985
	. Plan wiring of school buildings for PIN, oversee wiring, maintain wiring	School Operations, P/E, Cablevision Foundation	Sept. 1986

PONSIBILITY:

chool Operations

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
5. d. Provide to schools and BPS staff equipment to support curriculum, staff development, public information goals.	. Develop policies and procedures for purchase distribution and maintenance of cable related equipment	Cable Steering Committee Sub-committee Equipment Superintendent	June 1984
	. Provide schools with a basic equipment package and support instructional goals	Schools/Equipment School Committee	Jan. 1985
	. Develop and implement a plan to upgrade equipment with schools	Equipment Sub-committee	
	. Upgrade and maintain equipment for 2 BPS production facilities (Campbell Resource Center, Humphrey Occupational Resource Center)	Cable Steering Comm. Superintendent Equipment Sub-committee	Sept. 1985 Ongoing
	. Train BPS staff in identification and development of programming	IPD	Sept. 1984 Ongoing

RESPONSIBILITY:

Cable Steering Committee
Education/Employment
Equipment Sub-committee

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
5. e. Utilize Public Institutional Network to increase efficiency of facilities management and to reduce cost of data/voice communication within the BPS.	. Research feasibility of converting Data/Voice to PIN	S/O	Ongoing
	. Convert data and voice communications services from leased telephone lines to cables' Public Institutional Network	FIA - P/E - S/O	Sept. 1986
	. Research, develop and implement plans to utilize PIN for (facility) management	P/E - F/A	Sept. 1986
	. To train BPS staff in utilization of PIN for data transfer	IPD	Jan. 1986

ESPONSIBILITY:

Cable Steering Committee
School Operations

PRODUCTION - CABLE

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
E. Provide schools and BPS staff access to production services and build capacity of BPS personnel to produce cable programs to address their goals.	. Develop policies and procedures for BPS personnel to access production services and related training	Education/Employment IPD, Cable Steering Committee	June 1984
	. Open 2 production facilities for BPS use (Campbell Resource Center, Humphrey Occupational Resource Center - Evenings)	Cable Steering Comm. C/I, S/O, E/E	Jan. 1985
	. Train BPS staff in production skills	Production - Sub-Committee, IPD, Foundation and Cable Steering Committee Superintendent	Sept. 1984 - June 1986 Ongoing
	. Develop yearly production goals to address system-wide needs, and maintain and establish a storehouse of replaceable parts and equipment	Education/Employment Cable Steering Committee	Sept. 1983 Ongoing
	. Equip, maintain and fund an on-going maintenance support service	Cable Steering Committee	March 1984 Ongoing
	. Produce a five-minute informational program for each high school in Boston	Foundation High school students/ staff/HORC	Dec. 1984
	. Establish an after hours and an evening production support team (studio manager, producer/director, technician/scheduler, clerical assistant)	Education/Employment	Sept. 1984

SPONSIBILITY:

able Steering Committee
/E

CURRICULUM SUPPORT

ITEM NO. III-C

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
5. g. Support development and implementation of curriculum for Boston Public Schools	. Establish/maintain a video curriculum resource library	C/I	Dec. 1984
	. Train BPS staff in utilizing cable/video curriculum to support instructional goals	IPD Education/Employment	Jan. 1985 Ongoing
	. Train C/I staff to evaluate video curriculum supports and integrate video support options into curriculum	IPD - C/I	Jan. 1985 Ongoing
	. Develop a guide which correlates video programs to curriculum objectives	C/I	Sept. 1985
	. Field test curriculum support model in one district	C/I	Sept. 1984

RESPONSIBILITY:

Cable Steering Committe
C/I

PROGRAMMING CABLE

DIRECTION AND PLAN OF ACTION	TASKS, ACTIVITIES, STEPS TO BE TAKEN	PARTICIPANTS	SCHEDULE
. Develop procedures to support BPS programming goals which support BPS goals.	. Establish and maintain policies and procedures for cablecasting BPS programs over public access channels, PIN, Cablevision of Boston channels and municipal channels	Cable Steering Committee Superintendent	June 1984
	. Research, evaluate and acquire/produce programming to support School Department goals	Cable Sub-committee C/I Education/Employment	Jan. 1984 Ongoing
	. Establish and implement yearly programming Goals	Cable Steering Comm.	June 1984
	. Maintain an archive of Boston Public Schools cablecast/broadcast programs	Cable Steering Comm.	Sept. 1984
	. Establish ownership/copyright/royalty policy for programs developed for and by BPS and/or its personnel	Cable Steering Comm. General Counsel Cablevision Cablevision	Sept. 1984
	. Train BPS staff in identification and development of programming	IPD	Jan. 1985

PONSIBILITY:

ıble Steering Committee
ıperintendent